



The Establishment of a Foundation for the Integration of Disabled People into HEIs of Azerbaijan (ESFIDIP)

Stakeholder Analysis and Needs Assessment

Report

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Abbreviations

ASEU	Azerbaijan State Economic University
CRPD	Convention on the Rights of People with Disabilities
GSU	Ganja State University
HEC	Human European Consultancy
HEIs	Higher Education Institutions
KFUG	Karl Franzens University of Graz
LSU	Lankaran State University
MOE	Ministry of Education
NSU	Nakhchivan State University
SumSU	Sumgayit State University
ULO	University of Lodz
UOM	University of Macedonia

I. Introduction and Background

The Stakeholder Analysis and Needs Assessment report is part of the EU-led TEMPUS Programme and is implemented within the frameworks of the Establishment of a Foundation for the Integration of Disabled People into HEIs of Azerbaijan (ESFIDIP) Project/ Work package 1/Developments 1 -1.3. The main purpose of this report is to examine the current state of education for people living with disabilities, to analyse existing gaps and potential for inclusive education in higher education institutions (HEIs) of Azerbaijan, and to determine the level of awareness of disability and inclusion-related matters among students and affiliated personnel of academia in Baku, Ganja, Nakhchivan, Sumgayit, and Lankaran. The assessment report also seeks to develop recommendations for future actions, based on intelligence and suggestions gathered from respondents of surveys and interviews conducted as part of the assessment mission.

The methodology section of the report provides insights into the data collection process that has been employed for the purposes of this study. The following section highlights key findings of the assessment and presents a review of national and international legislation frameworks concerning inclusive education for people with disabilities, the analysis of questionnaire answers as well as insights and suggestions by respondents. Questionnaires used for the quantitative study can be found in Azerbaijani and English under Annexes at the end of the document. The report concludes with recommendations for future programme planning.

The purpose for conducting the stakeholder analyses and needs assessment is to investigate circumstances related to educational rights and opportunities for people with disabilities, to better understand existing gaps in the ways how people living with disabilities meet their educational needs and how differently inclusion policies are implemented both in Baku and outside of the capital city. Surveys were conducted in September - October 2014. Throughout the assessment period, anonymity of respondents and confidentiality of the information provided by various interlocutors were respected at all times.

The geographic scope of the study entailed five (5) regions, including capital Baku, Ganja, Lankrana, Nakhchivan and Sumgayit.

309 staff members of academia (both administrative personnel and faculty), 1800 students without disabilities and 10 students with disabilities – all representing the variety of target universities in the five above-mentioned regions - filled out the questionnaires. Additionally, 37 students with disabilities who were enrolled in general educational institutions in Baku at the time of the survey participated in the study.

The current report seeks to serve as a starting platform for local partners who, in cooperation with their European counterparts, can further develop effective guidelines and bring about

policy-building initiatives to help the government of Azerbaijan and other key players to develop a more inclusive educational system in the country.

A few studies have so far tackled the issue of inclusive education for people studying or intending to study at higher education institutions in Azerbaijan. Most studies on the topic of inclusiveness, however, primarily speak of challenges and opportunities for children of school age who suffer from any sort of disability. Studies that draw upon the current situation with adult schooling with regard to disability aspects of the Azerbaijani education system are in extreme scarcity. It is by all means important to make a primary focus on inclusive education for children with disabilities first, because the lack of schooling for children triggers their future educational and employment opportunities when they enter adulthood. While these two phenomena are critical in addressing issues around inclusive education in Azerbaijan, a separate bulk of knowledge and advocacy initiatives are needed to study and sufficiently respond to the needs of adult students with disabilities in a more systemic and holistic manner.

Over 500 000 people, according to the State Statistics Committee, are officially registered as people with disabilities, of which just about 5% were employed only in 2013¹. Given the current economic turbulence in the country due to the Azerbaijani national currency manat's recent devaluation that stoke the national market early into the year 2015 (February), coupled with the drop of oil prices in the world markets and, consequently, the fall in the country's revenues from energy exports, the unemployment rate in Azerbaijan has jumped up much higher than it was observed in 2013. In view of this overall pessimistic picture of the Azerbaijani labour market, opportunities will likely edge progressively downward particularly for people with disabilities. This applies equally to both students currently enrolled in higher education and expecting to graduate in winter/spring 2016 and enter the employment market as well as those who have no formal education, but seek to sustain themselves through job investigations.

Azerbaijan has ratified a number of international documents, such as the Convention on the Rights of Persons with Disabilities that stipulate the promotion and development of equal opportunities for people with disabilities to integrate in all spheres of life on equal basis with other people who do not have disabilities. In keeping with its commitment to improve its national legislation that affects the lives of people with disabilities, Azerbaijan adopted the Disability Prevention and Rehabilitation and Social Protection of Persons with Disabilities Act in 1992. However, improvements in the national legislation framework did not result in significant changes in terms of greater integration of people with disabilities into society. Despite the government's efforts to bring the policy-making and legislation on disability right in line with international standards, this has little to no impact on the level of inclusion of people with disabilities into HEIs in Azerbaijan.

¹ Arifa Kazimova (29 May 2013). Azerbaijan's Wasted Potential. *Transition Online*. Retrieved 16 November, 2015 from <http://www.tol.org/client/article/23794-azerbaijan-education-disabled-children-unicf.html>

A UNICEF report² has pointed out that there is an acute need for a substantive, “article-by-article”³ review of the national laws and legislative acts to analyse current gaps and bottlenecks in regard to the protection of rights of people with disabilities and accessibility provisions.

The current needs assessment report has attempted to make some visible progress in this task in that it draws upon thorough analysis of the educational provisions for people with disabilities as stipulated in various national legislative acts and laws as well as international conventions, to which Azerbaijan is a party.

Additionally, views of respondents from a broad spectrum of communities and affiliations are studied and analysed in this document.

The report concludes with the summary of findings of the study and compares results against international laws and strategies on disability and inclusion. It also looks at the status of the implementation by the Azerbaijani Government of its commitments to improve access to inclusive education undertaken within various international laws and treaties, which Azerbaijan has ratified.

Finally, the recommendations section draws upon some practical ideas for future research, programmes and planning.

I. Methodology

This study employed a mixture of quantitative (survey questionnaires) and qualitative (literature review) methods to provide a more complete picture of the issues being addressed in the Needs Assessment, precisely the issues around inclusive education for people with disabilities in the HEIs. These methods were used to identify needs of people with disabilities, based on analyses derived from the interviews that were held across six universities throughout the country, to further inform development of effective programs envisage suggestions and recommendations.

Prior to the commencement of the needs assessment mission, a three-day Stakeholder and Needs Assessment training was held by European partners (KFUG, ULO, UOM and HEC) to identify techniques and methods for assessing needs. During the training the partners were informed

² McCabe Ch. (2011). *Situation Assessment: People with Disabilities in Azerbaijan*. UNICEF Baku Azerbaijan. Retrieved 29 October, 2015 from http://www.undp.org/content/dam/azerbaijan/docs/sustain_development/AZ_Disability_Report_Eng.pdf

³ McCabe Ch. (2011). *Situation Assessment: People with Disabilities in Azerbaijan*. UNICEF Baku Azerbaijan, page 6

about the project, its goals, the current situation with inclusive education and legislation in Azerbaijan. The training aimed at identifying the target population and determining how to collect information for the needs assessment. In the course of the training program, questionnaires were selected as the most preferred type of surveying to collect data. The questionnaires were then developed and between September and October 2014 the needs assessment mission distributed and collected them from amongst the target audience of the project. Each local partner conducted a separate assessment in their respective university and sent it to the coordinating university – Khazar University. The coordinating university collected all the reports from the partners and then issued a single and consolidated final report, with inputs from the partners integrated in it.

Sampling size and geography

The overall number of all the respondents who contributed to the interviews constitutes 2156 people, including HEIs students, academia, faculty and students studying in general education institutions. The respondents were based in six selected universities and schools across five territories of the country, mainly the capital Baku and four regions – Sumgayit, Ganja, Lankaran and the Nakhchivan Autonomous Republic. Two Baku-based universities (Khazar University and Azerbaijan State Economic University) and four regional universities, one in each region, were part of the project. These were Nakhchivan State University, Ganja State University, Sumgayit State University and Lankaran State University.

Data collection methods

The following quantitative and qualitative research methods were used to collect data:

1. Literature review and the analysis of local and international legislation

National and international laws, decrees and regulations pertaining to rights of and opportunities for people with disabilities were reviewed and analysed. At this stage, in order to better understand what legal provisions are in place for people disabilities both within Azerbaijan and internationally, thorough desk review was conducted. The detailed summary of the literature review is provided in the following sections of the current report.

2. Questionnaire for staff (academic and administrative) of higher education institutions
(309 respondents)

This questionnaire consisted of 14 questions and was distributed among the members of university faculty along with the administrative staff of six local partner universities.

3. Questionnaire for students without disabilities who study in higher education institutions
(1800 students)

This questionnaire consisted of 14 questions and was distributed among the students of six partner universities. 1800 students responded to the questionnaire. They all majored in different fields of study and at the time of the interview were in different years of their academic studies.

4. Questionnaire for people with disabilities studying in higher education institutions (10 students with disabilities)

The questionnaire consisted of 14 questions and was initially envisaged to be conducted among the students with disabilities of six participating partner universities. However, the questionnaire was only distributed among students with disabilities studying at 3 partner universities (GSU, ASUE and LSU). Students with disabilities from NSU did not want to participate in this questionnaire. Additionally, there were no students with disabilities studying at Khazar or SumSU at the time of the interview.

5. Questionnaire for people with disabilities studying in other education institutions (37 students in total participated)

The questionnaire consisted of 14 questions and was distributed among people with disabilities studying in general education institutions with the help of the Union of Organizations of People with Disabilities (UDPO). The respondents were from secondary schools and boarding schools based in Baku. Regional schools outside of capital Baku did not participate in this particular questionnaire.

II. Key findings

Legal analysis and desk review

Azerbaijan is a newly independent country which is making efforts to advance its social protection system and offer adequate social services to various population groups in general and to people with disabilities in particular. According to the 2013 statistics, there are 520,793 people with disabilities (5.5% of the total population)⁴ in Azerbaijan. Azerbaijan's education system, inherited from the Soviet Union, maintains an isolationist approach towards education for people with disabilities. Because of this, the country is still struggling with the concept of isolation versus integration. The majority of the state and private educational institutions follow the same path and facilitate isolation and segregation of people with disabilities from their peers and the society at large. Children with disabilities are educated at various types of boarding schools and schools for children with special needs. After finishing high school, most of them are faced with challenges in obtaining higher education. Statistical data obtained from the State

⁴ Azerbaijani Union of Organisations of People with Disabilities
<http://www.udpo.az/category.php?lang=1&content=346>

Student Admission Committee has suggested that out of the total number of graduate admissions applications submitted every year only 15-20 applications are received from from people with disabilities. The reasons for such a small number of application from this population group have a lot to do with stigma, prejudice, ignorance, physical barriers to accessing education, lack of awareness and lack of capacity building. Many studies agreed that people with disabilities are exposed to exclusion and discrimination that may not have stemmed from the very fact of disability, but rather are consequences of the lack of sufficient knowledge and understanding of the broader context of disability, fear of unknown, “fear of difference”⁵, negative stereotyping⁶ abuse, neglect and other forms of maltreatment⁷, financial insecurities, lack of financing and affordability⁸ and poor level of law enforcement that prevents effective application of otherwise decent legislative foundations on the ground.

The review of the Azerbaijani legislation reveals that the country’s national legislation, in fact, offers both equal access and a variety of educational opportunities for people with disabilities. While the Constitution of the Republic of Azerbaijan does not necessarily specify conditions for educational development of people with disabilities per se, Article 42 of the Constitution⁹ declares that every citizen has the right to education and the state guarantees a free and mandatory secondary education for everyone. The Constitution stipulates that an education system is under the state control. The state guarantees to provide for the continuation of education for most gifted and talented students¹⁰ irrespective of their financial situation and status.

⁵ UNICEF (2013). Children and Young People with Disabilities Fact Sheet. Retrieved 25 November, 2015 from http://www.unicef.org/disabilities/files/Factsheet_A5__Web_NEW.pdf

⁶ OHRC. Policy on preventing discrimination based on mental health disabilities and addictions. Section 5. Ableism, negative attitudes, stereotypes and stigma. Retrieved 25 November 2015 from <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/5-ableism-negative-attitudes-stereotypes-and-stigma>

⁷ Head Start (Last Updated 18 Feb 2015). Preventing Abuse of Children with Cognitive, Intellectual, and Developmental Disabilities. Retrieved 29 November 2015 from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Support%20and%20Supervision%20for%20Staff%20Serving%20Children%20with%20Disabilities/PreventingAbuse.htm>

⁸ World Health Organisation (2011). World Report on Disability. ISBN 978 92 4 156418 2. Retrieved 25 November 2015 from http://www.who.int/about/licensing/copyright_form/en/index.html

⁹ The Constitution of the Republic of Azerbaijan (1995). Retrieved 26 November 2015 from http://confinder.richmond.edu/admin/docs/local_azerbaijan.pdf

¹⁰ The terms “gifted and talented” are used to refer to children/people who have distinguished intellectual, creative, artistic, academic, etc capabilities, knowledge and skills, which are superior to those of their peers or even students who are older and/or are in higher grades of school. The term “gifted” is normally referred to those with superior cognitive and intellectual skills, while the term “talented” is oftentimes used to describe people with particular creativity, distinction in arts, music, culture, etc. Sources of reference:

Article 5 of the “Law on Education” of the Republic of Azerbaijan, which was adopted in 2009, specifies that “The State guarantees the creation of the adequate conditions required for educational provisions for all citizens and does not allow deprivation from any grade, level and any form of education. Regardless of sex, race, skin colour, language, religion, political views, nationality, economic and social standing, origin, or health conditions of citizens, the State ensures provision of education and prevention of any discrimination of citizens.” Article 6 of the “Law on Education” of Azerbaijan also notes special national standards defined for education of individuals with physical impairments. Article 10 of the “Law on Education” mentions a curriculum for people with disabilities: “Special curricula are developed and implemented for students with health impairments who need long-term treatment interventions in order to advance and support their upbringing, education, treatment, social adaptation, and integration into social life.”¹¹

The law “On disability prevention, rehabilitation and social protection of persons with disabilities” determines government policies with regard to individuals with disabilities. Article 19 of this law is dedicated to the secondary, special and higher education of people with disabilities. It states: “Secondary, special and higher education of people with disabilities is provided in general public educational institutions, and if necessary—in special educational entities. With the purpose of providing special conditions to people with disabilities, special departments or branches of professional and technical colleges, technical schools and higher education institutes shall be established. Education is also provided to children with disabilities who are undergoing treatment in hospitals and rehabilitation facilities (centres). Gifted and talented children with disabilities shall be entitled to get education in music and fine arts in general public education facilities or special out-of-school educational institutions free of charge. Necessary conditions for enrolment tests shall be established for people with disabilities. Throughout the entire period of their education at school pensions and scholarships are paid at full volume. Students with disability groups I and II¹² shall be paid a bonus at the amount of 50

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1. https://us.sagepub.com/sites/default/files/upm-binaries/8991_CH_1_from_Algozzine13_Rev_Final_Pdf_3.pdf;
 2. <http://www.world-gifted.org/aboutus>
 3. <http://talentcenterbudapest.eu/link-categorie/programmescentres-gifted-eu>

¹¹ Ministry of Education of the Republic of Azerbaijan. Education Law of the Republic of Azerbaijan. Retrieved November 2014 from <http://www.edu.gov.az/view.php?lang=en&menu=72&id=5244>

¹² According to the Azerbaijani Social Security Administration policies, pensions are paid based on three disability divisions, assessed as per the degree of disability. Thus, people with complete disability who are not capable of working and require constant care are eligible for the Group I disability benefits; Group II include people with disability, not capable for any work activity, who do not require constant care from outside; and Group III refers to people with disabilities who are unable to perform major types of work, but can be fit for a limited scope of work performance. For more details on Social Security benefits, refer to <https://www.ssa.gov/policy/docs/progdesc/ssptw/2012-2013/asia/azerbaijan.html>

percent of the scholarship received. Tuition payments for persons who obtained secondary or higher education and formed any form of disability (disability groups I or II) due to injuries received during tragic events that took place in Baku on January 19-20, 1990 (known as Black January), as well as in defence of territorial integrity, independence or the constitutional order of Azerbaijan, shall be made at the expense of the state budget.¹³

These provisions, however, are too far from being the panacea that will cure all the gaps that currently exist in the way how disability inclusion policies and practices are implemented in the Azerbaijani education system.

Problems related to people with disabilities are not unique to Azerbaijan, they clearly occur in other parts of the world, including the EU countries and UN member states as well.

To address poor protection of the rights of people with disabilities, the UN passed the Convention on the rights of people with disabilities. Article 24 of this Convention is dedicated to the education of people with disabilities. It declares the following:

“ 1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

- a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- c) Reasonable accommodation of the individual’s requirements is provided;
- d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

¹³ Law of the Republic of Azerbaijan on disability prevention, rehabilitation and social protection of people with disabilities.

Retrieved from <http://scfwca.gov.az/Qanunvericilik/On%20prevention.pdf>

- a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf/blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.”¹⁴

The Convention on the Rights of Persons with Disabilities and its optional protocol were adopted by the United Nations General Assembly on December 13, 2006. Azerbaijan joined the Convention by ratifying both the Convention and its Optional Protocol on 02 October 2008¹⁵. As stipulated in Article 2 (part 148) of the Azerbaijani Constitution, these legal documents are considered an integral part of the national legal system. Thus, the government has mandatory obligations in line with its international commitments to protect the rights of persons with disabilities, to prevent discrimination against them, to ensure equality under the law, provide social and psychological rehabilitation and social protection for people with disabilities, invest in their capacity building and integration into societies where they live.

In 2009, the Ministry of Labour and Social Protection of the Population established a Working Group, with representatives from various state agencies and executive authorities involved, in order to proceed with the implementation of the actions stipulated under the Convention, to which the country was party.

On 19 October 2010, President of Azerbaijan Ilham Aliyev issued Order 1161 on preparation and submission of the first ever report on the status of the implementation by the Azerbaijani government of the commitments undertaken with the ratification of the United Nations Convention on the Rights of Persons with Disabilities. According to this Order, a new working

¹⁴ United Nations. The Convention on the Rights of People with Disabilities. Retrieved from <http://www.un.org/disabilities/convention/conventionfull.shtml>

¹⁵ Law of the Republic of Azerbaijan on the ratification of the UN Convention on the rights of persons with disabilities (REF # 686-IIIQ) and Law of the Republic of Azerbaijan on the ratification of the Optional Protocol to the UN Convention on the rights of persons with disabilities (REF # 687-IIIQ)

group consisting of 18 members was formed. In January 2011, the Government submitted the first report to the UN Committee on the Rights of Persons with Disabilities.¹⁶

The Union of Organizations of Persons with Disabilities (UDPO) also issued a parallel report in 2013 and presented it to the Committee as an alternative NGO perspective on the situation with the rights of people living with disabilities.¹⁷

On 31 March, April 11, 2014, the UN Committee on the Rights of Persons with Disabilities held its 11th session at the UN Human Rights High Commissioner's headquarters in Geneva (Switzerland).¹⁸

Based on the assessment of the situation with people with disabilities in Azerbaijan, the Committee then presented suggestions to the Azerbaijani Government on improving the living conditions of people with disabilities and creating accommodating environment for them to exercise their legit rights on equal basis with other citizens¹⁹.

Further to the Committee's recommendations to improve the current legislation, the government established another Working Group, with representatives of NGOs and international organizations also joining the Group. The Working Group has drafted a new bill on the rights of persons with disabilities. The draft was then submitted to the Cabinet of Ministers. However, up to the present days the bill has not been introduced in the National Parliament's hearings and, therefore, never since came into effect.

Despite Azerbaijan's international commitment and obligations undertaken by the ratification of CRPD to create favourable conditions for people with disabilities in order for them to fully enjoy and exercise their right for educational development and personal advancement, much is yet to be done by the government to accommodate the needs of people with disabilities. Article 2 of CRPD states that failure to adhere to the commitment to provide disability-friendly accommodation at educational and other facilities shall be treated as disability-based

¹⁶ Ministry of Labour and Social Protection of the Population. International Cooperation. Reports on Conventions. <http://www.mlsp.gov.az/az/pages/18/50>

¹⁷ UDPO (2013) *Implementation of the UN Convention on the Rights of Persons with Disabilities in Azerbaijan*. OHCHR. Retrieved from http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=INT%2fCRPD%2fNGO%2fAZE%2f10%2f20815&Lang=fr

¹⁸ Retrieved from http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=INT%2fCRPD%2fNGO%2fAZE%2f16587&Lang=fr

¹⁹ Retrieved from <http://www.mlsp.gov.az/az/pages/18/50>

discrimination.²⁰ Currently, there is no legal provisions which would ensure inclusive education in Azerbaijani education law.

Efforts to provide children with disabilities with pre-school, secondary school, college and higher education are not sufficient. The bill on “Education” adopted on 19 June 2009, does not include any normative procedures regarding inclusive education for children with disabilities. As a result, priority and overall preference is given to special education versus inclusive learning environments. Only 300 out of the total number of 62 866 children with disabilities have currently been enrolled in inclusive education. Another side note, which is not the primary focus of the current study but nonetheless is a worrisome fact is that even those children who are placed in special education institutions, by the time they turn 18, are to leave orphanages or other specialised institutions and their further accommodation is not clear.

The Law of the Republic of Azerbaijan on special education of persons with disabilities was adopted in 2001. This law defines measures and responsibilities with regard to the establishment of conditions favourable for people with disabilities to get secondary, technical (vocational) and higher education and receive all the necessary social, psychological, educational, medical and other services as their health condition requires. The law defines people with physical, psychological, intellectual, learning and developmental difficulties as people with special needs and, as such, stipulates conditions for their enrolment in special education institutions, based on the Commissions on Children’s Psychological, Medical and Education Needs. The 2001 law sets that special education can be offered at special education facilities, schools, or special education departments of generic schools. By the law, special education is regarded as the only form of education for people with disabilities and sets that involvement of these persons in special education is mandatory. The law does not stipulate provisions that would allow people with disabilities and their parents or legal guardians to make a choice between enrolling the person in concern in a special education institution and alternative schooling. This contradicts another law (the Law on Children's Disabilities and Disability Prevention, Rehabilitation and Social protection of people and children with disabilities, which will be looked at more closely in the sections below), which allows secondary, vocational and higher education of people with disabilities in general education institution, without any restrictions. In general, the fact that voices of people living with disabilities as well as their direct family members and/or guardians are not heard and not taken into account when law-making and policymaking processes take place, contributes to negative impacts of education in the disability discourse. The review of literature from different countries has revealed that giving students greater responsibility for making choices of their own and deciding upon their learning opportunities is about how we want to model democracy and pluralism to the future generations. By giving students a floor to express their visions and perspectives about the ways, in which they want to be educated, we

²⁰ McCabe Ch. (2011). *Situation Assessment: People with Disabilities in Azerbaijan*. UNICEF Baku Azerbaijan. Retrieved 29 October, 2015 from http://www.undp.org/content/dam/azerbaijan/docs/sustain_development/AZ_Disability_Report_Eng.pdf

maximize their potential and ability to exercise a choice, to negotiate and to participate – intrinsic means of practicing democracy. Learners’ perspective is integral to the notion of inclusive education, which essentially calls for their participatory involvement in decisions that concern their personal growth and educational development.²¹ The Law on special education does not specify further steps to support educational advancement of children with disabilities after they turn 18 or possibilities for their transition in generic HEIs where they can attend classes along with students without disabilities. From the law perspective, there is not much flexibility for people with disabilities that would allow them to make the best education choices possible. The law does not provide grounds for establishing career and educational development advice centres, be it within the special education schools or independent centres, where qualified career and education experts along with social workers and counsellors would provide professional services to people with disabilities and navigate their educational decision-making.

The Constitution of the Republic of Azerbaijan has only one single article (Article 38) that specifically pertains to the rights of people with disabilities. According to Article 38 of the Constitution, everyone has the right to social security and insurance for disability. As to other articles of the Constitution, they neither stipulate any limitations or discrimination on the basis of disability, nor do they guarantee particular privileges or exemptions for people living with health impairments. Therefore, all the rights, freedoms, and provisions determined in these articles, equally apply to persons with disabilities in the same way as they apply to all other citizens, regardless of their disability.

Key issues related to the legal status of persons with disabilities are reflected in the Law on Children's Disabilities and Disability Prevention, Rehabilitation and Social protection of people and children with disabilities that came into force as of 25 August 1992 (hereinafter referred to as the 25 August 1992 Law), and are governed by a number of other legislative acts. The law recognises all socio-economic, political, personal rights and freedoms people with disabilities and children living with health impairments are entitled to. The 25 August 1992 Law also prohibits discrimination against children with disabilities. Compliance with this provision is legally binding. The Law penalises any failure to comply with non-discriminatory behaviour. However, the current legislation does not provide the definition of discrimination on the basis of disability and does not impose any administrative or criminal liability for discrimination on the basis of disability.

Children with disabilities and their right to education

According to the 25 August 1992 Law, children of preschool age who live with disabilities or any sort of health impairments receive education at specialized institutions for children with

²¹ European Agency for Development in Special Needs Education (2011). Key Principles for Promoting Quality in Inclusive Education. ISBN (Electronic): 978-87-7110-004-4

mental disorders or physical disability. The needs assessment team believes that training and educational development of preschool-aged children with disabilities can be more effective and beneficial for these children's emotional and physical wellbeing if carried out at general education institutions instead. In exceptional circumstances, specialised intervention groups can be established by the decision of school-based Commissions on Children's Psychological, Medical and Education Needs. This can be the case if a particularly serious mental or physical condition makes it impossible for a child to be in the same classroom with their fellow classmates who are children without disabilities.

According to the 25 August 1992 Law, secondary school education, vocational training as well as higher education of people with disabilities and children with health impairments shall be offered at general education institutions. Only if necessary, this can be offered at specialised schools for children with special needs. If a child's health condition does not allow them to attend classes together with children without disabilities at general education institutions, they have an option of getting home schooling at their homes. In order to do so, parents of children with disabilities or both the parents and the child should give their official consent for such kind of services to be provided. At secondary schools, vocational (technical) education schools, and HEIs they form separate classes to accommodate students with disabilities. That being said, the Law have certain ambiguity in that on the one hand it does not limit or deny inclusive education, on the other hand, it does not clearly define inclusion. To avoid possible ambiguous interpretations of the legislation, inclusive education for persons with disabilities should be clearly defined in the Law. Alternative learning opportunities for people with disabilities, such as in specialized education intuitions or through home schooling, distance learning education or individual education may also be applied if need be and should be approved by the decision of the school-based Commissions on Children's Psychological, Medical and Education Needs.

Labour rights of people with disabilities

Even though labour and employment aspects of disability are not central to the primary topic of this report, a few points will be noted here to tackle labour rights of people with disabilities. The rationale for this brief analysis is that people with disabilities of university age are eligible for entering labour market in parallel with exercising their education rights. Labour relationships have a lot of similarities with educational aspects of disability and can be looked at through the prism of a broader continuum of personal and professional development of people with disabilities. The 25 August 1992 Law prohibits any form of discrimination on the basis of disability in employment and labour relations. An example of such a discrimination could be an employer's refusal to enter into an employment contract with a person with disabilities, or to promote them, dismissal of a person with disability from their position by an employer's initiative, transfer to another job without an employee's consent or against their will. The law requires hiring companies with more than 25 employees to allocate special quota for hiring people with disabilities. If the quota allocation is neglected by a hiring company, such enterprises, institutions and organizations might face financial sanctions. A company, which does

not provide jobs to people with disabilities as per the quota allocation, will be held responsible with administrative charges. In addition, taking into account the characteristics of the job, specialized enterprises and workshops can be established as designated workplaces for people with disabilities, where at least 30 percent of the total number of employees should be people with disabilities. Such specialised enterprises, according to law, must receive state or private financing and logistical support, as well as have rehabilitation programs in place and available for employees with disabilities. However, these provisions of the law are not sufficiently implemented. People with disabilities can sometimes be part of a workplace with certain restrictive nature of the building or construction on site. In this case people with disabilities are put at risk as they may be more vulnerable than others. The legislation should define responsibility of employers and building owners for ensuring that reasonable measures and safety precautions are undertaken to facilitate access of employees with disabilities to facilities and technical equipment. At present, Azerbaijani legislation does not stipulate any provision of this kind to enable disability-friendly accommodation for students and staff with health impairments.

Returning back to some of the key baselines of the United Nations Convention on the Rights of People with Disabilities, Article 9 of CRPD requires the governments to take responsibility and action for all aspects of accessibility for people with disabilities, including the advancement of access to physical environment and disability-friendly facilities in all spheres of public life, including schools and workplace. The Convention particularly specifies the use of tailored information communication technologies and systems to facilitate an ease of information exchange for and between people who have various degrees and forms of health impairment. However, these legal provisions have not been enforced in their entirety in the Azerbaijani context. The overwhelming majority of schools and universities in the country do not provide interpretation, with the use of a sign language and/or the Braille alphabet, to students with visual and/or hearing impairments. There are no particular trainings in sign language available to deaf and hard-of-hearing students or those who suffer from speech dyslexia, as well as for their parents and teachers. Even the staff who work with school age children with hearing disability are not highly qualified sign language experts. The Azerbaijan State Economic University (ASEU) is presumably the only HEI that provides special courses and trainings for prospective students with disabilities who are yet in secondary schools. Basically, the existing state programs for people with disabilities do not entail the higher education system and are primarily designed for elementary and secondary schools only.

Article 8 of the same CRPD urges the participating member states to “foster at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities”²², to nurture a more respectful and accepting attitudes to people with

²² United Nations. The Convention on the Rights of People with Disabilities. Retrieved from <http://www.un.org/disabilities/convention/conventionfull.shtml>

disabilities, their roles in society and capabilities they have. This has not clearly been reflected in the national legislation. The Law on Education does not specify ways, in which this can be implemented at school and HEI levels. It is not clear whether and how the Ministry of Education is planning on revisiting the current curricular and enhancing professional development courses for the staff of schools and universities to render positive attitudes, empathy and an overall cooperative behaviour towards students with disabilities.

Azerbaijan established active cooperation with the Committee for Social Cohesion of the Council of Europe. However, no specific legal act has been drafted or adopted to determine a clear action plan for the creation of accommodating conditions and favourable learning environment for university students who have any form of disabilities. There have been no reforms on disability inclusion at HEIs that could foster more and better opportunities for people with disabilities to continue their education.

In September 2004, Azerbaijan ratified the Revised European Social Charter. Article 15 of the Charter declares:

“With a view to ensuring to persons with disabilities, irrespective of age and the nature and origin of their disabilities, the effective exercise of the right to independence, social integration and participation in the life of the community, the Parties undertake, in particular:

1. to take the necessary measures to provide persons with disabilities with guidance, education and vocational training in the framework of general schemes wherever possible or, where this is not possible, through specialised bodies, public or private;
2. to promote their access to employment through all measures tending to encourage employers to hire and keep in employment persons with disabilities in the ordinary working environment and to adjust the working conditions to the needs of the disabled or, where this is not possible by reason of the disability, by arranging for or creating sheltered employment according to the level of disability. In certain cases, such measures may require recourse to specialised placement and support services;
3. to promote their full social integration and participation in the life of the community in particular through measures, including technical aids, aiming to overcome barriers to communication and mobility and enabling access to transport, housing, cultural activities and leisure.”²³

However, most of the state programs are focused on school education and none of them could accommodate the needs of people with disabilities in the higher education system. After a short assessment of the situation it appears that no university provides designated services for people with disabilities and that the official number of registered students with disabilities does not exist. There is lack of appropriate infrastructure and educational resources, existing gaps in the legislation and problems in admission exams. There are no specific financial aid programs to support people with disabilities in obtaining and continuing their education. Additionally, bureaucratic barriers buffer most students with special needs from getting adequate services that would facilitate a more effective learning environment. Although there has been no research to show what negative effect bureaucracy in the Azerbaijani education system had on students with

²³ Council of Europe (1996). The European Social Charter. Retrieved 29 November 2015 from <http://www.coe.int/T/DGHL/Monitoring/SocialCharter/Presentation/ESCRBooklet/English.pdf>

disabilities, other studies from around the world have argued that bureaucratic obstacles in schools lead to discouragement among students with disabilities to continue their education and increase the likelihood that students with special needs will drop out or will not be able to take advantage of full curricula at schools.²⁴ This poses a greater risk of exclusion and further isolation of people with disabilities in society.

Analysis of Questionnaire Responses

1. Questionnaire for staff (academic and administrative) of higher education institutions (309 respondents)

This questionnaire included 14 questions and was conducted among 309 academic and administrative staff of six participating universities. Results of this questionnaire are as follows:

Sixty-three percent of the respondents were women; 37% of the respondents were men.

Chart 1. Age distribution of respondents

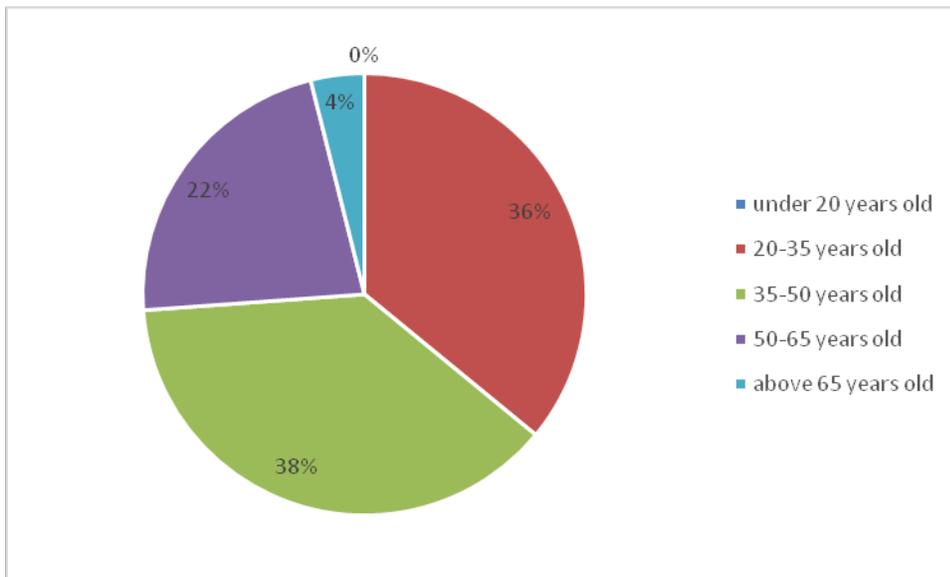


Chart 1 shows the age distribution of respondents. Most respondents are between 35-50 years old. There were no respondents under 20 years old.

Chart 2. Percentage of the academic and administrative staff

²⁴ Aron L, Loprest P. (2012). *Disability and the education system*. Future Child. Spring Issue; 22(1):97-122. PMID: 22550687 [PubMed - indexed for MEDLINE]

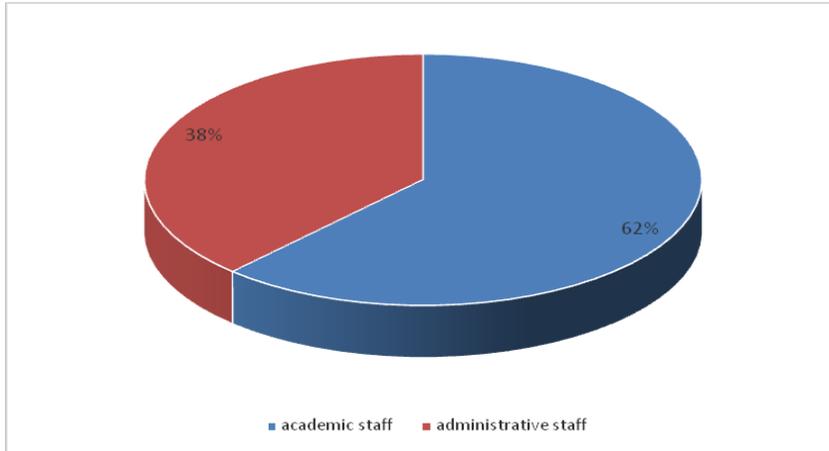
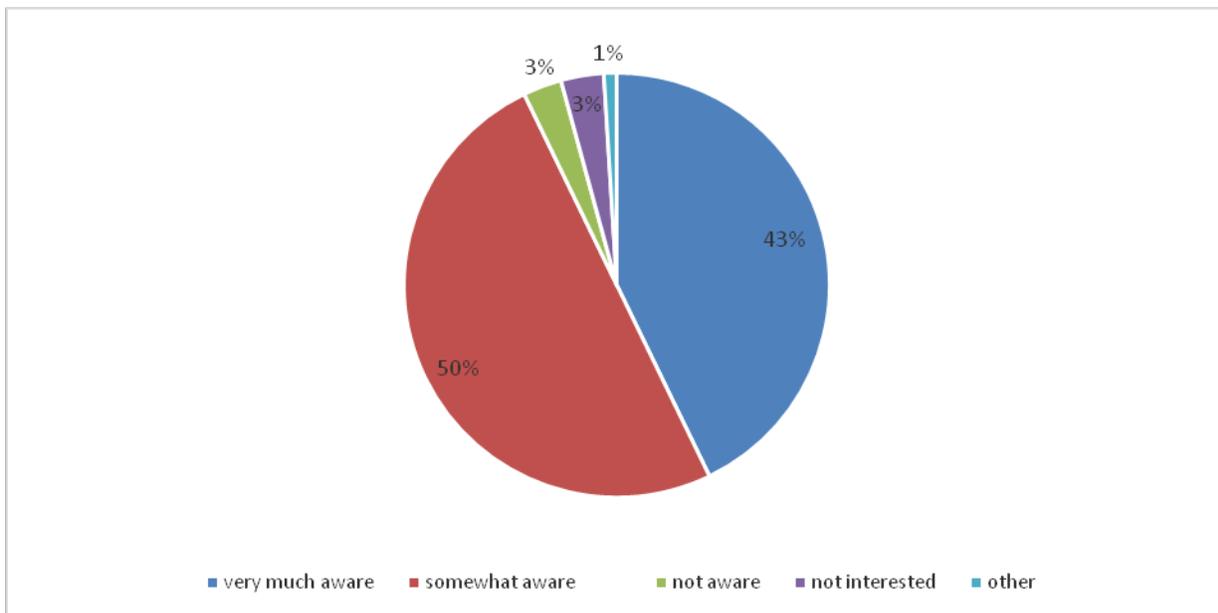


Chart 2 shows the percentage of staff of the six partner universities who filled out the questionnaire. Sixty-two percent of respondents were the faculty members and 38 % were administrative staff.

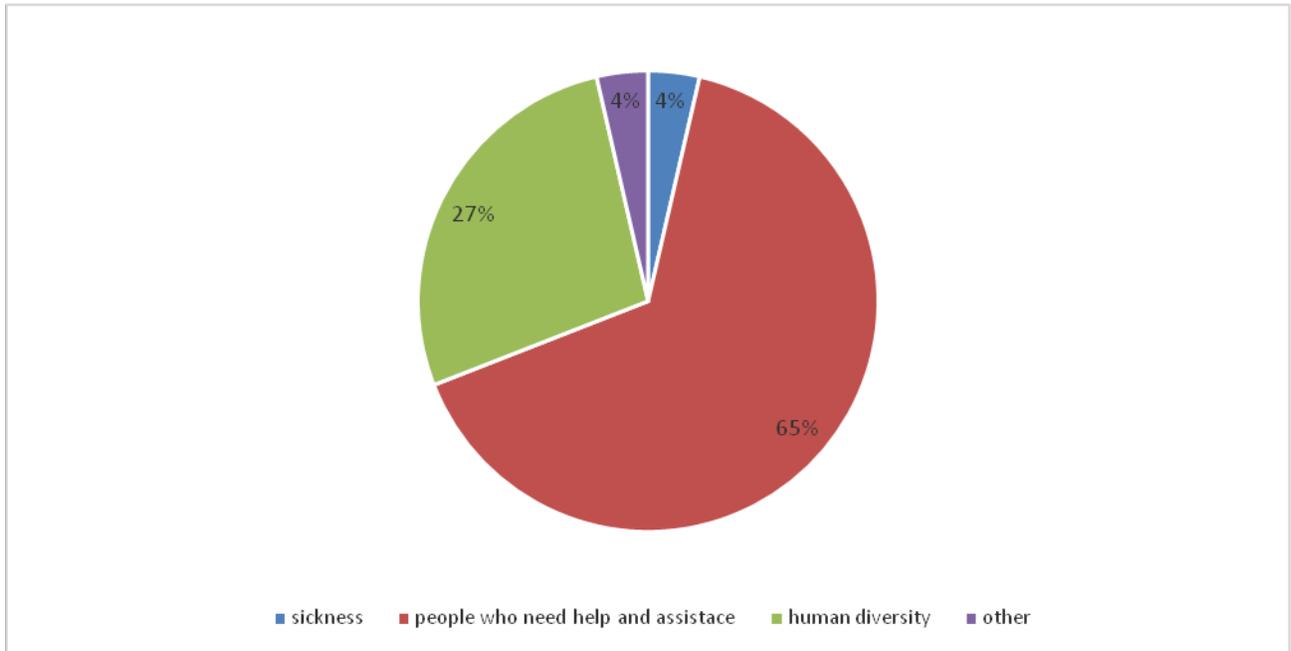
Chart 3. Awareness about disabilities and people with disabilities.



Fifty percent of respondents stated that they were somewhat aware of disabilities and people with disabilities. Three percent of respondents selected one of the following answer choices:

- “not aware”
- “not interested”.

Chart 4. Thoughts about people with disabilities.



More than half of the respondents (65 %) think that people with disabilities are those who need help and assistance. Twenty-seven percent thinks that people with disabilities represent human diversity. Four percent treat disability as illness.

Chart 5. Communication with people with disabilities

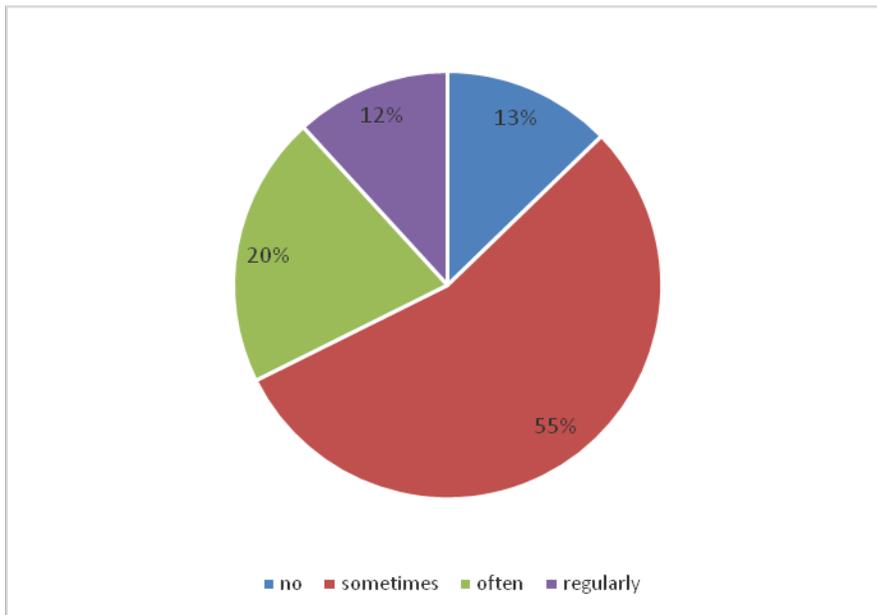
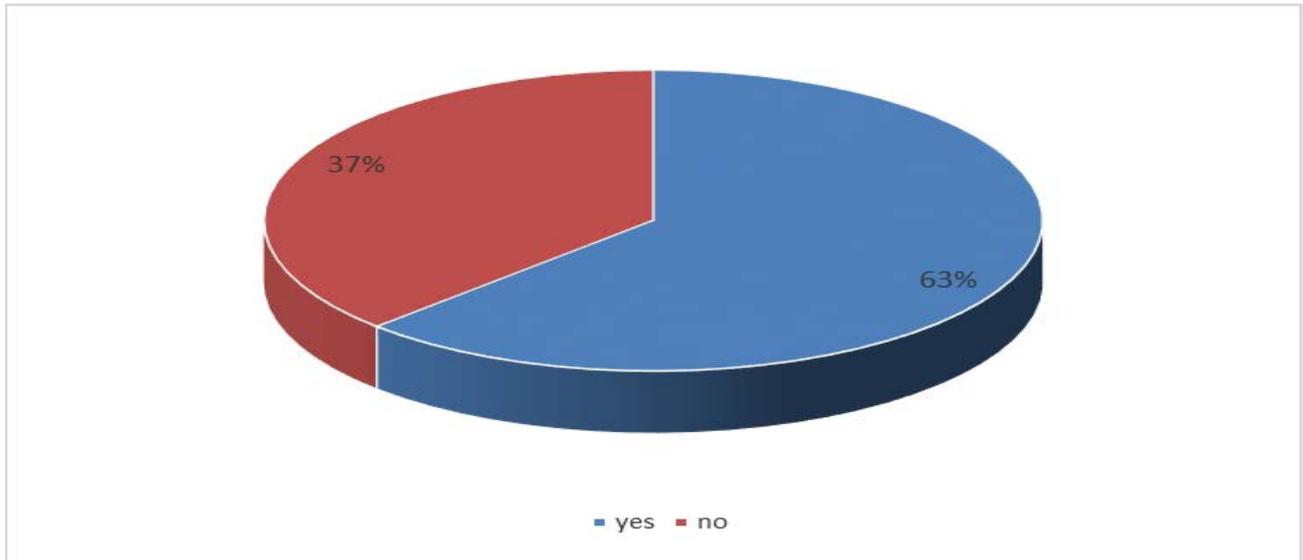


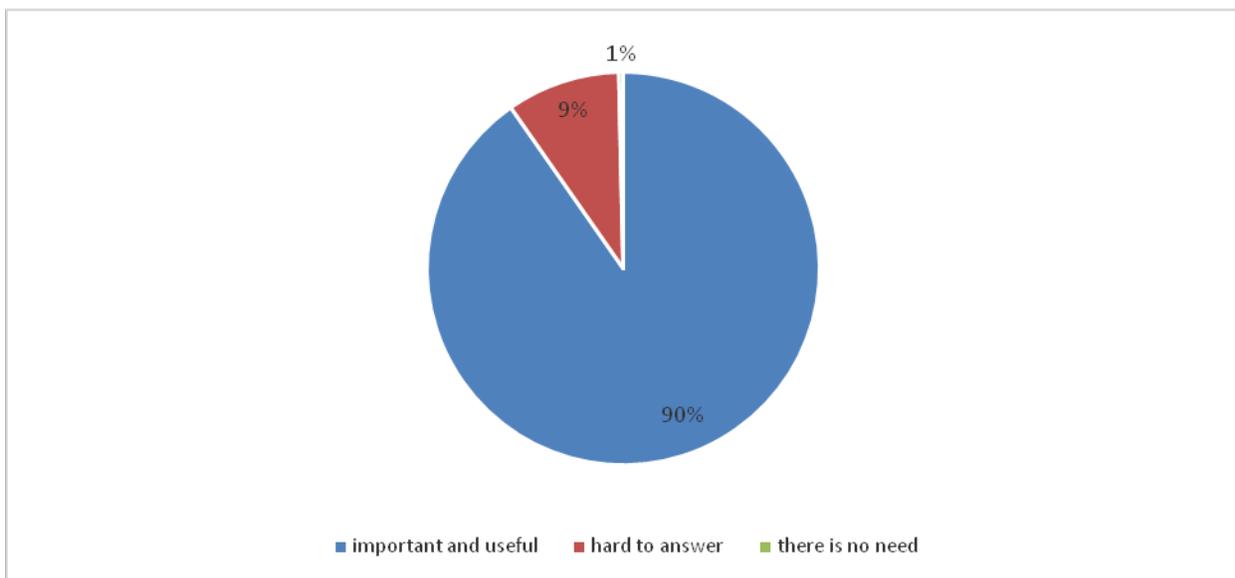
Chart 6. Awareness about inclusive education



The question asked the following: “Inclusive education provides the opportunity for people with disabilities and people without disabilities to be educated together. Have you heard about inclusive education before?” Sixty-three percent of respondents answered “yes” and 37 % of them answered “no”.

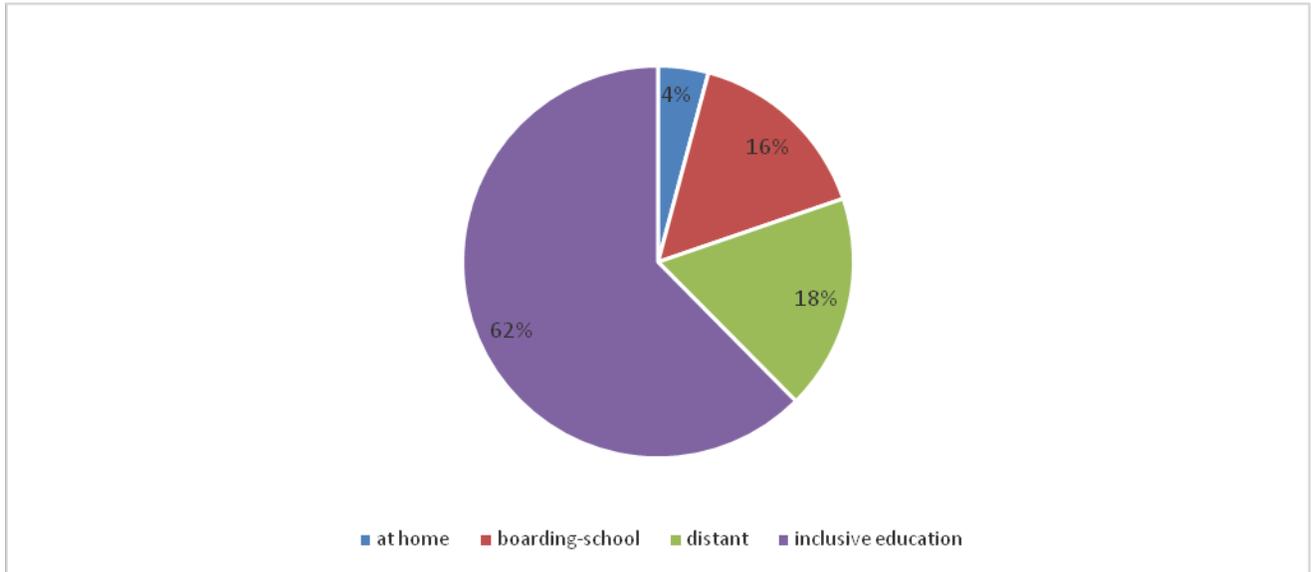
Note: all respondents were first introduced to the term “inclusive education” before proceeding with answers. The researchers explained both the notion of “inclusiveness” and its difference from the “integration” concept.

Chart 7. What is your attitude towards an inclusive society (where people with disabilities have equal rights and opportunities as people without disabilities)?



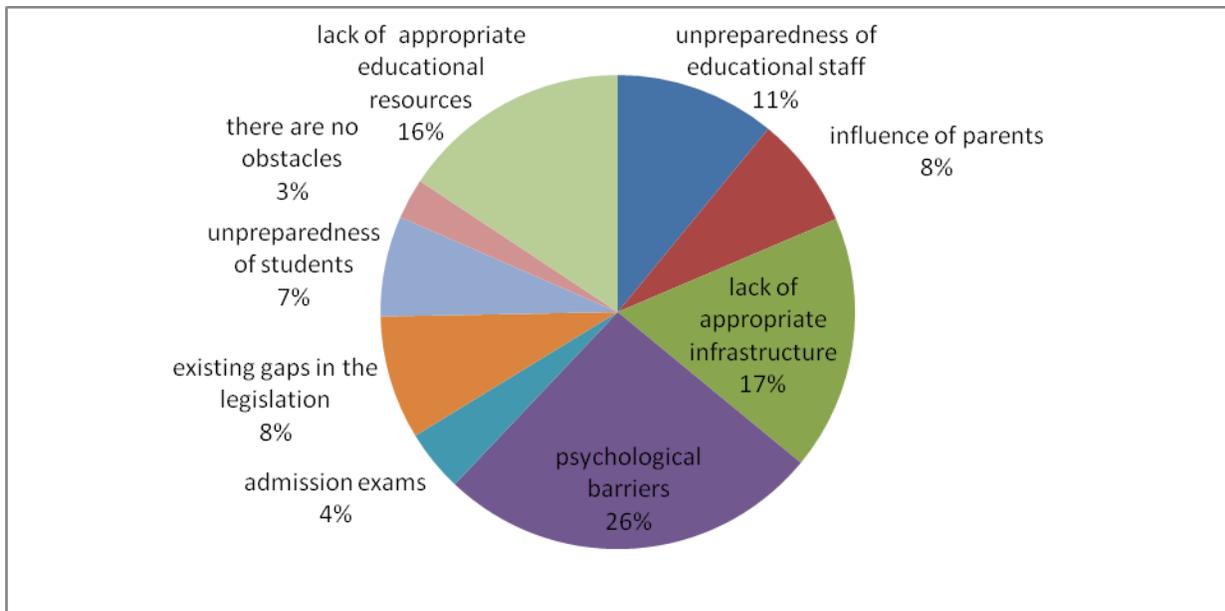
This chart shows that many of the university staff members have a positive attitude towards an inclusive society.

Chart 8. What kind of education do you support for people with disabilities?



Sixty-two percent of respondents think that people with disabilities should be enrolled in inclusive education. Only 4 % of them think that they should study at home.

Chart 9. What are the obstacles preventing people with disabilities from getting education?



In this question, respondents were given an opportunity to choose one or multiple response options. The majority of respondents (26%) thought that psychological barriers stopped people with disabilities from getting education. Three percent of respondents believe that there are no obstacles for people with disabilities to get education.

Chart 10. What troubles arise during inclusive education in higher education institutions? (Choose one or more options)

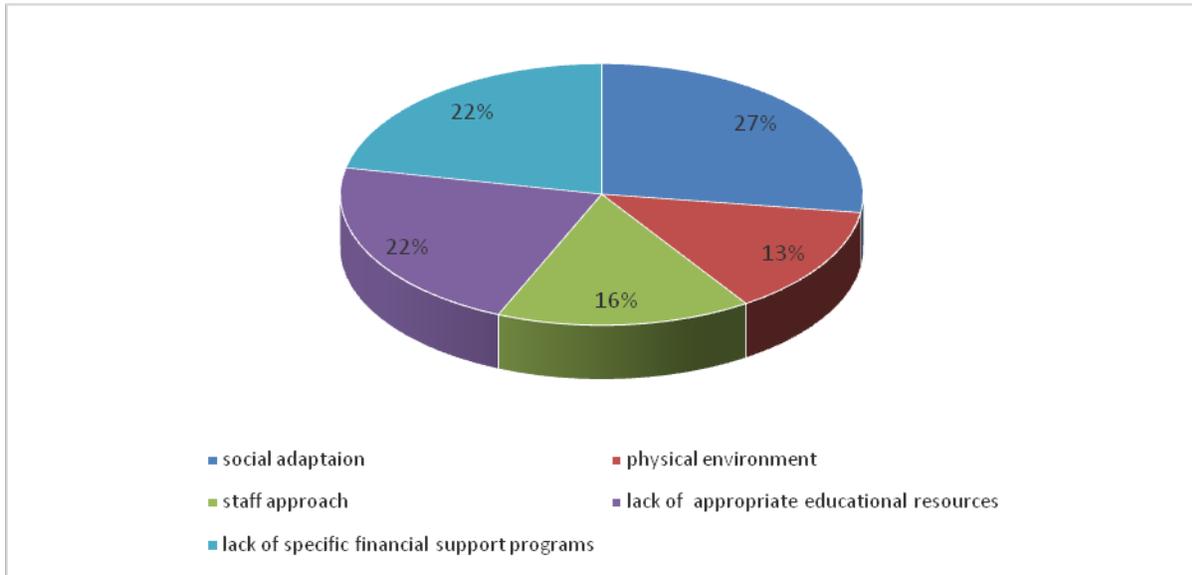
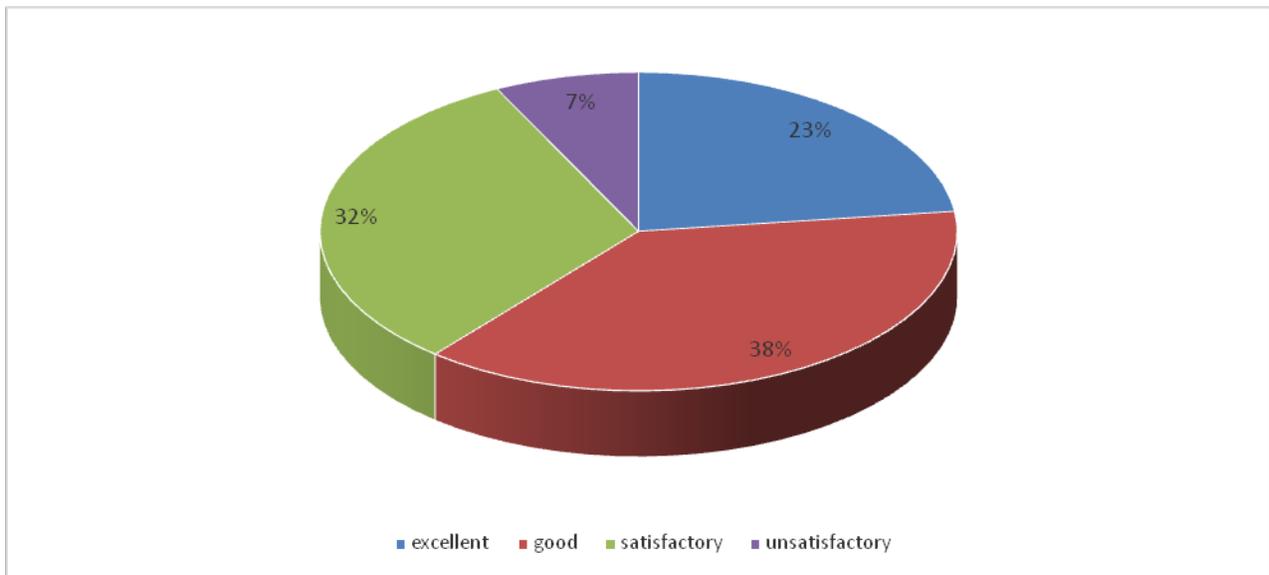
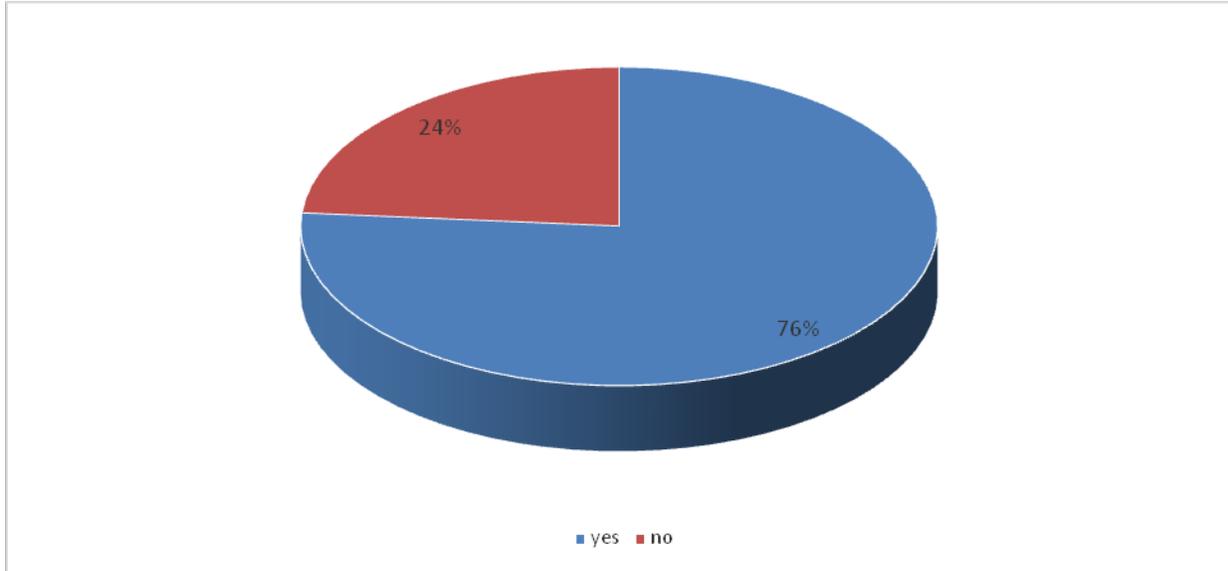


Chart 11. How do you evaluate the attitudes of the staff of your current education institution towards people with disabilities?



Thirty-eight percent of the respondents rates the attitude of the staff as “good” and only 7% of respondents found it “unsatisfactory.”

Chart 12. In your society or among your contacts, is there a need to educate people about disabilities?



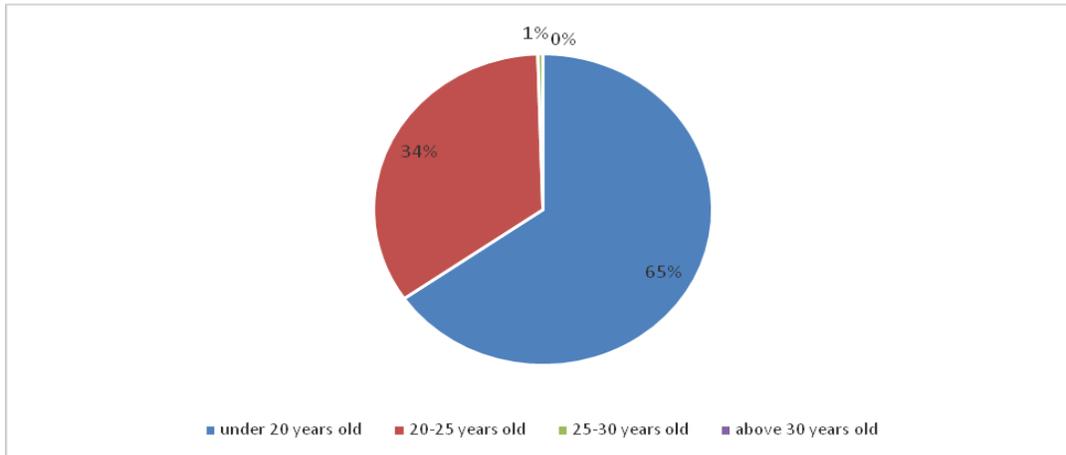
Seventy-six percent of respondents believed there was a need to educate people about disabilities in their society and among their contacts.

2. Questionnaire for students without disabilities studying in higher education institutions (1800 students)

This questionnaire included 14 questions and was conducted among the students of six partner universities. Overall, 1800 students participated in this questionnaire. They all majored in different fields of study and different years of study. The results of this questionnaire are as follows:

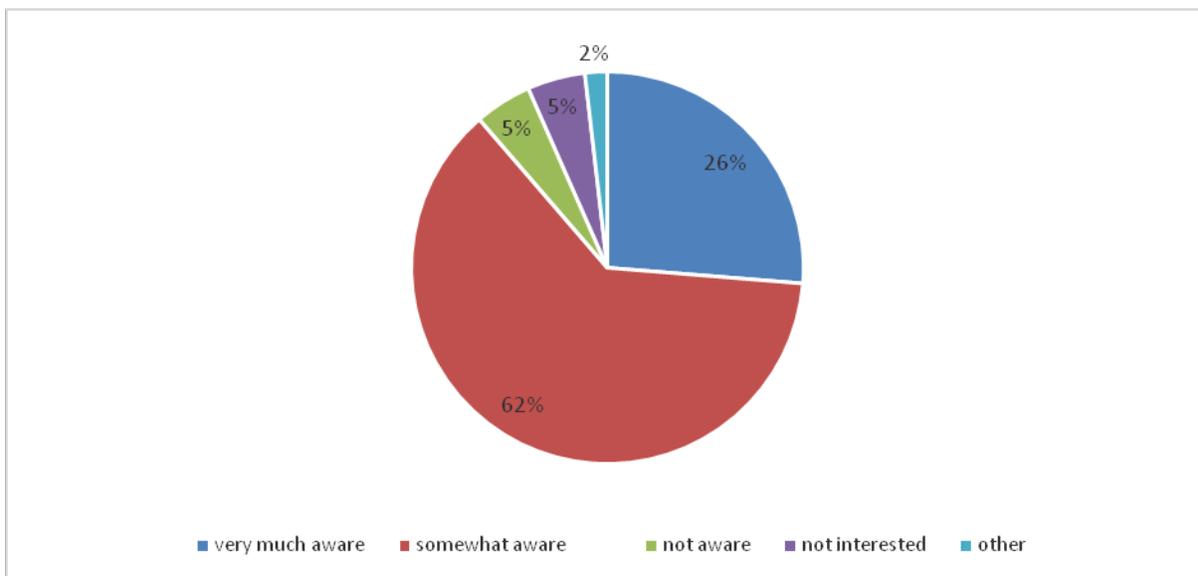
Fifty-eight percent of the respondents were women and 42% of the respondents were men.

Chart 1. Age distribution of respondents



The age distribution of students participating in this questionnaire is the following: 65% of the respondents were under 20 years old at the time of the interview, 34% were between 20 and 25 years old. Only 1 % percent of students were between age 25 and 30. There were no respondents above 30 years old.

Chart 2. Awareness about disabilities and people with disabilities.



In response to the question of “your awareness about disabilities and people with disabilities”, 62% of respondents answered that they are somewhat aware about them. Respondents, who selected answer choices of “not aware” or “not interested”, constituted 5% of the total number of the respondents. Only 26% of respondents answered that they were very much aware about people with disabilities.

Chart 3. Thoughts about people with disabilities.

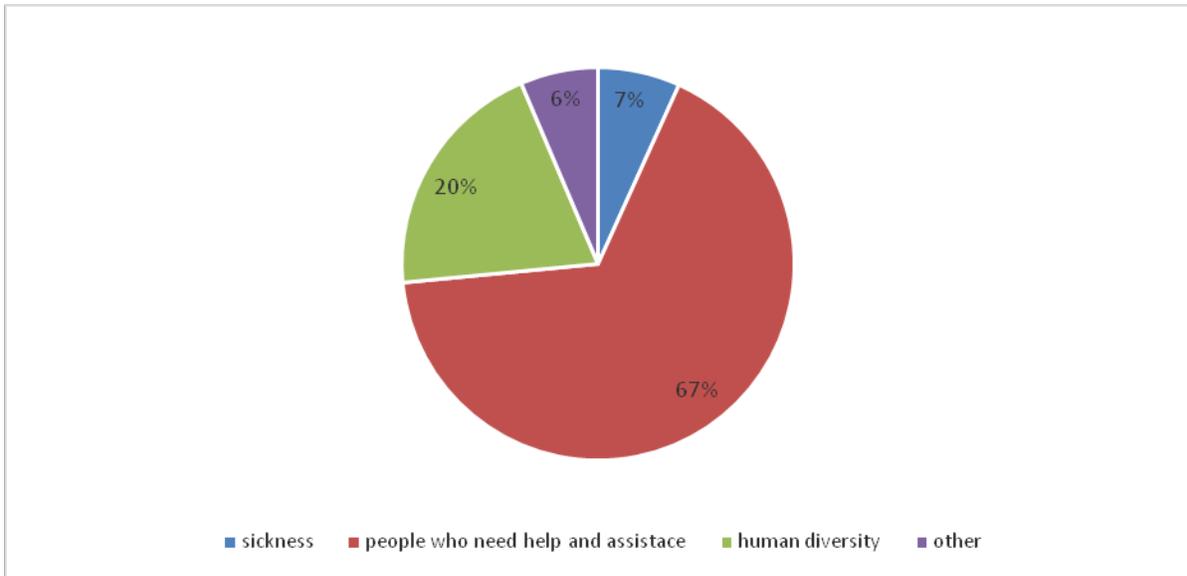
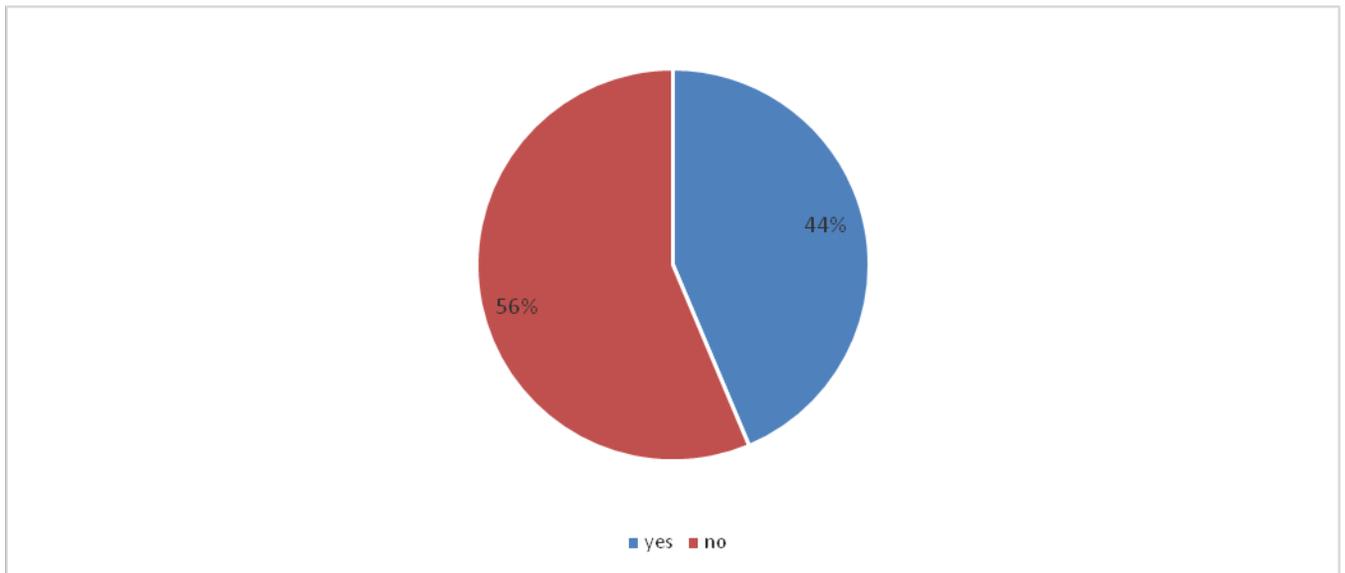


Chart 4. Awareness about inclusive education

Inclusive education provides the opportunity for people with disabilities and people without disabilities be educated together. Have you heard about inclusive education before?



Note: all respondents were first introduced to the term “inclusive education” before proceeding with answers. The researchers explained both the notion of “inclusiveness” and its difference from the “integration” concept.

Chart 5. What is your attitude towards an inclusive society (where people with disabilities have equal rights and opportunities as people without disabilities)?

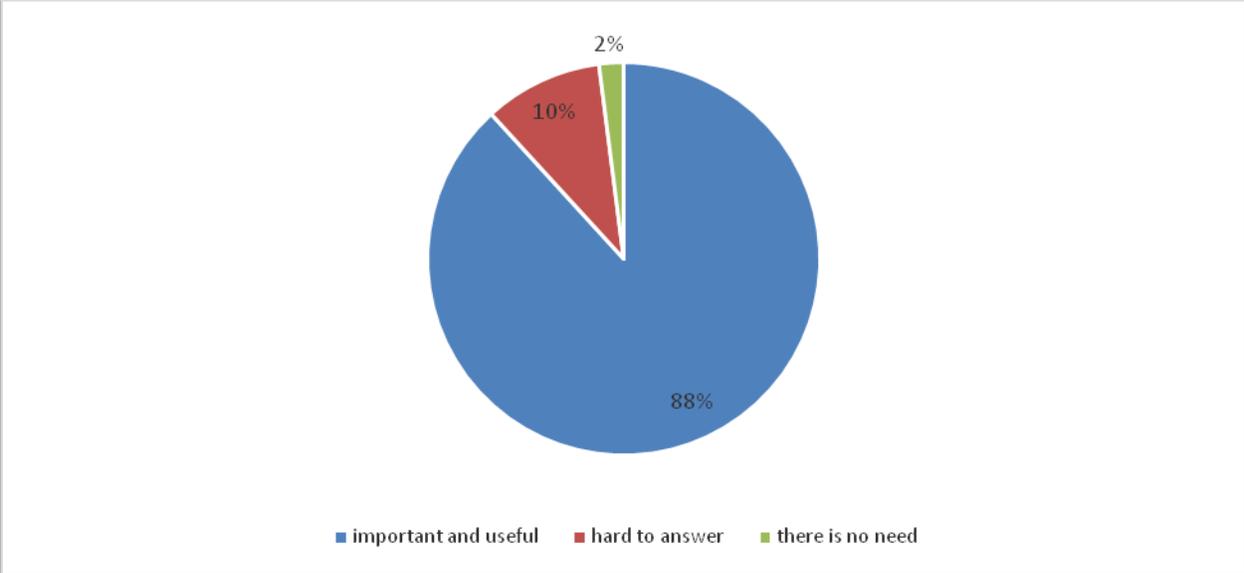
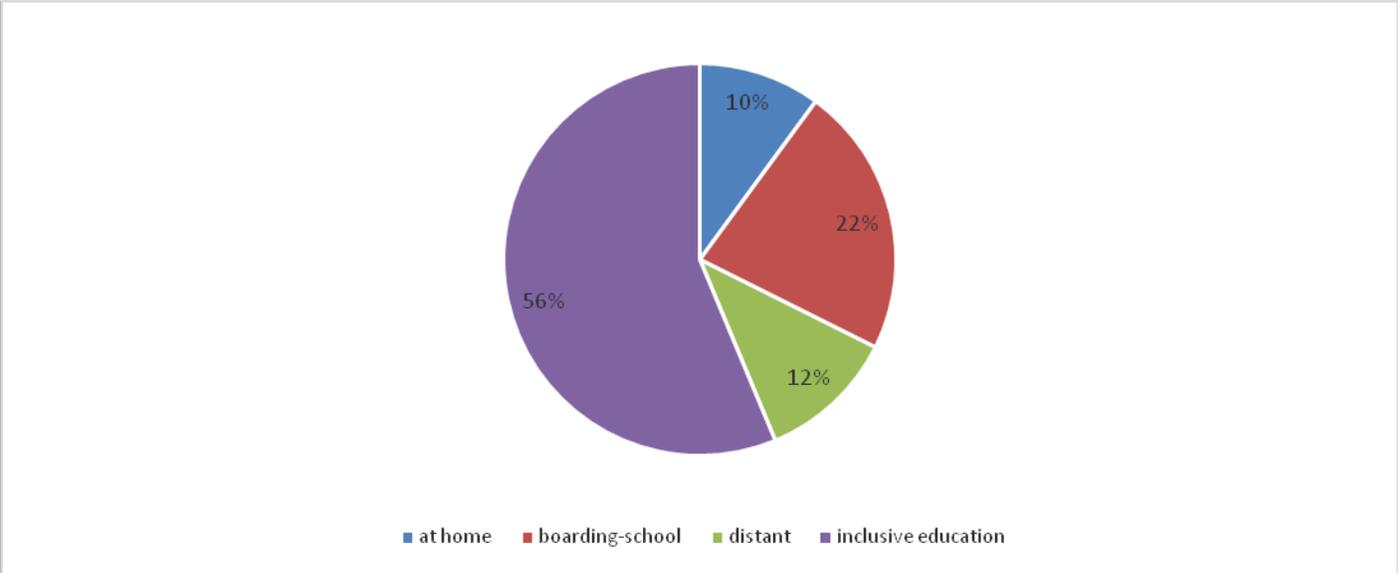
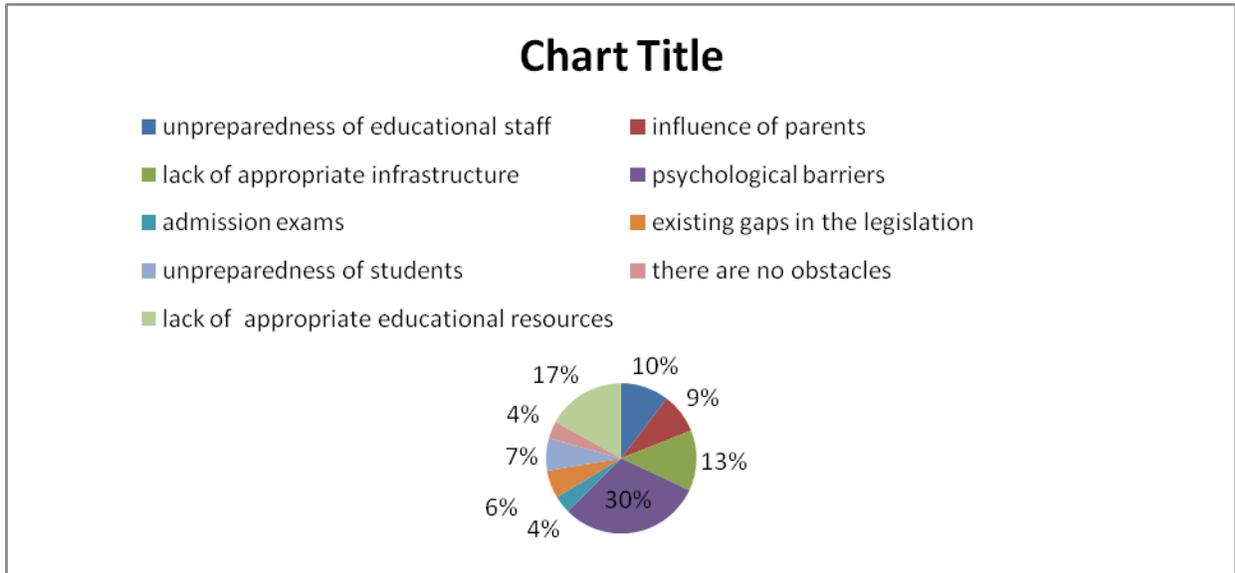


Chart 6. What kind of education do you support for people with disabilities?



*Chart 7. What are the obstacles preventing people with disabilities from getting education?
(Choose one or more options)*



In this question respondents again could choose one or multiple response options. The majority of respondents (30%) thought that psychological barriers stopped people with disabilities from getting education.

*Chart 8. What troubles arise during inclusive education in higher education institutions?
(Choose one or more options)*

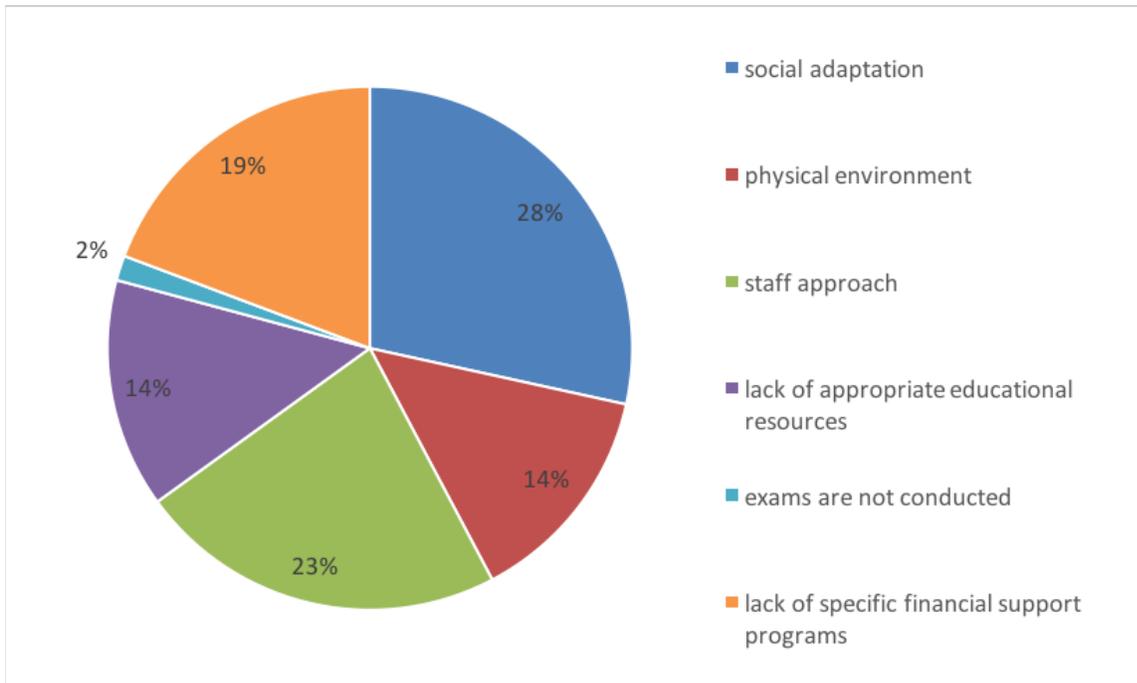


Chart 9. Would you like the inclusive education to be applied at your university?

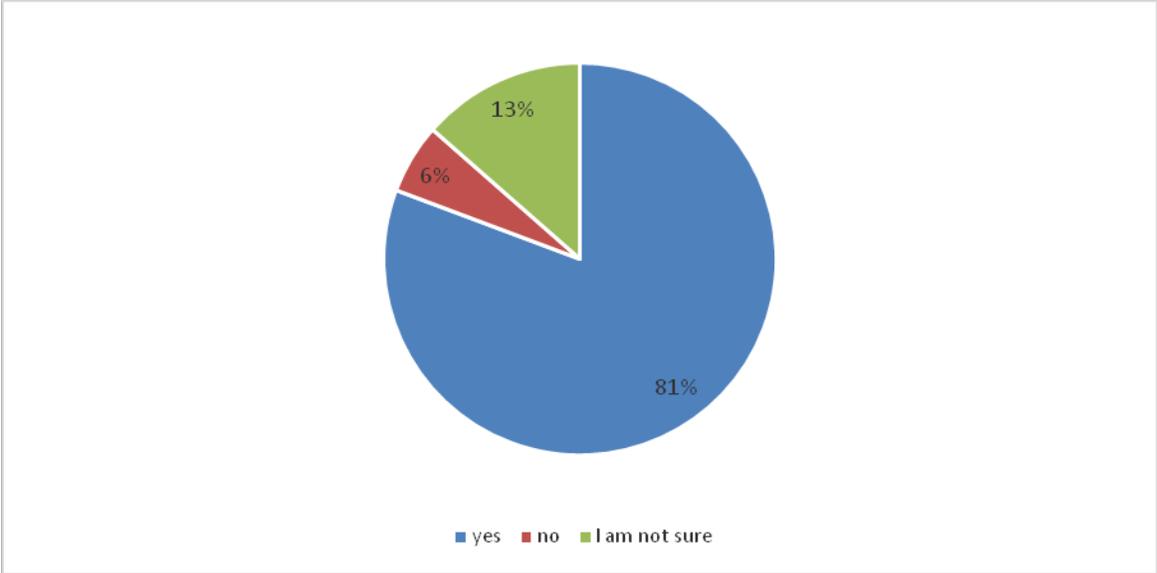
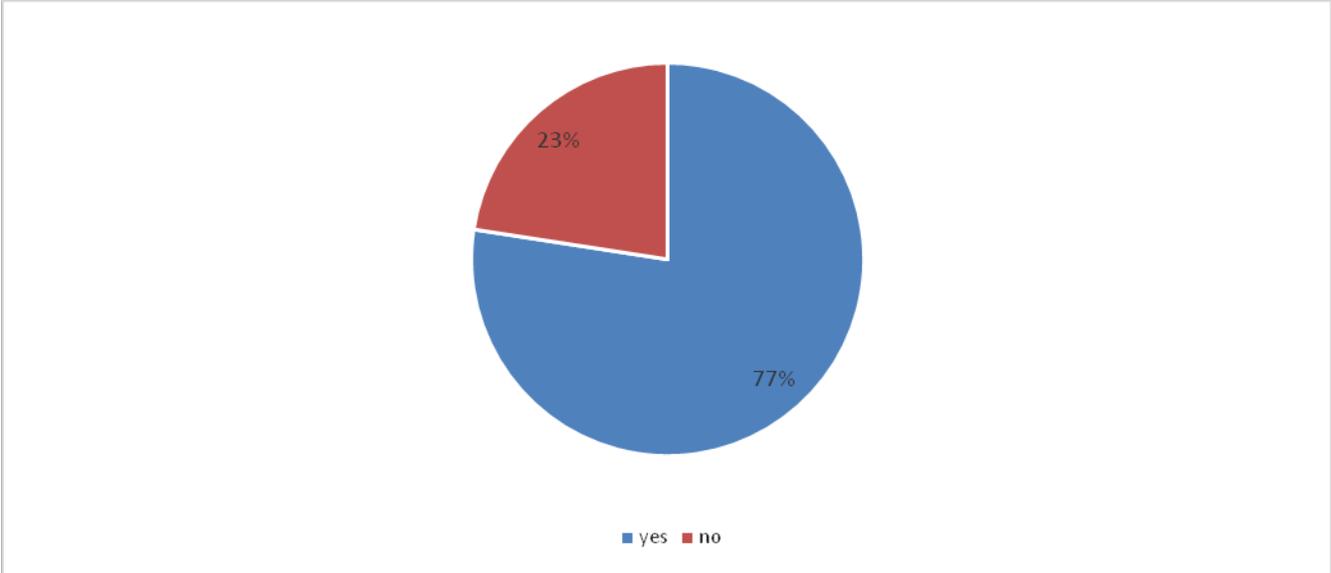


Chart 10. In your society or among your contacts, is there a need to educate people about disabilities?

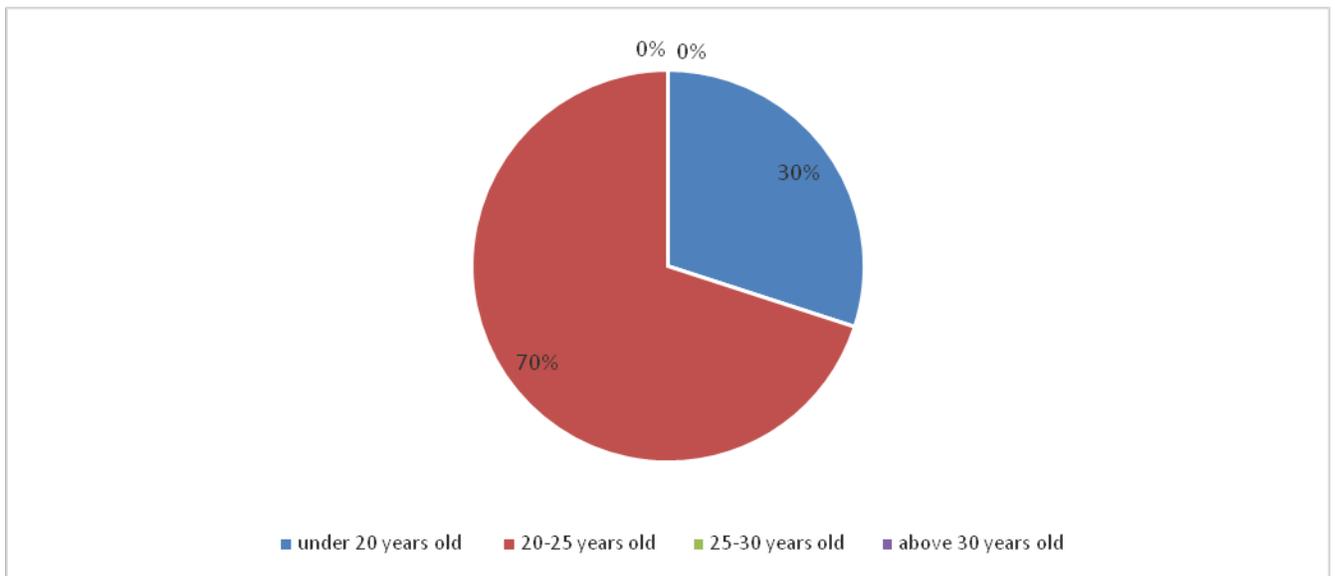


3. Questionnaire for people with disabilities studying in higher education institutions (10 students with disabilities)

This questionnaire consisted of 14 questions and was intended to be conducted among the students with disabilities of six partner universities. However, the questionnaire was only distributed among students with disabilities studying at 3 partner universities (GSU, ASUE and LSU). Students with disabilities from NSU refused to participate in this questionnaire. There were no students with disabilities studying at Khazar or SumSU. The results of the questionnaire are as follows:

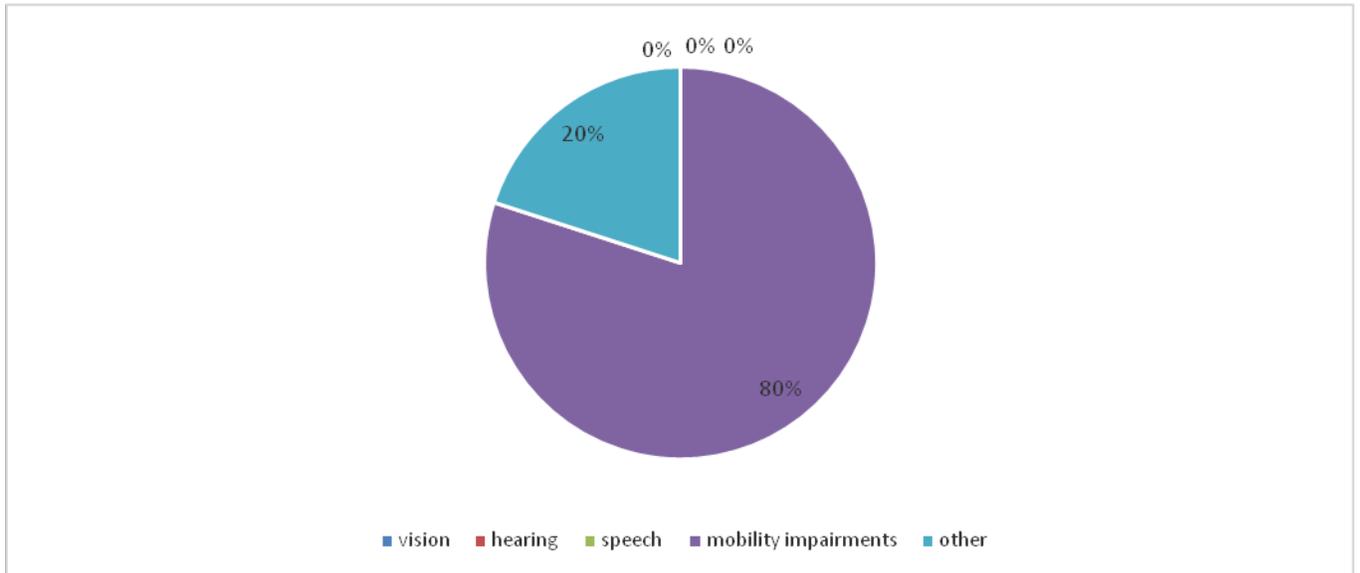
Eighty percent (8 out of 10) of the respondents were men, and only 20% (2 out of 10) are women.

Chart 1. Age distribution of respondents



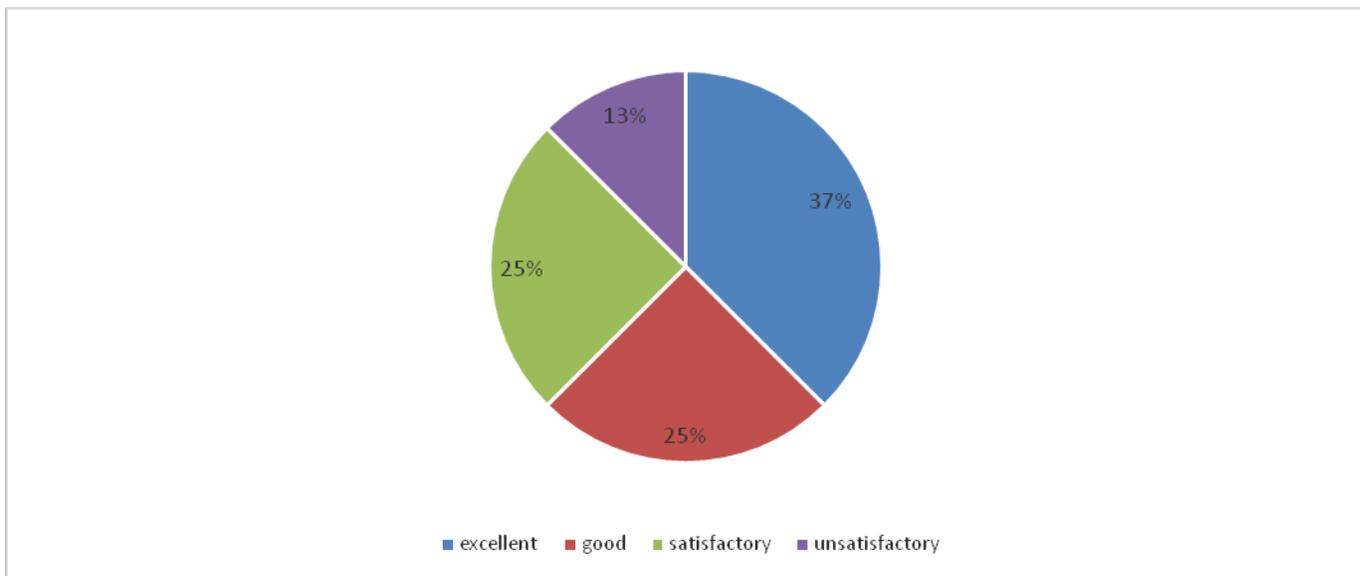
The chart above shows that 70% (7 people out of 10) of the respondents were under 20 years old at the time of the interview, and only 30% (3 out of 10) were between 20 and 25 years old. There were no respondents above 25 years old.

Table 3. Types of disability



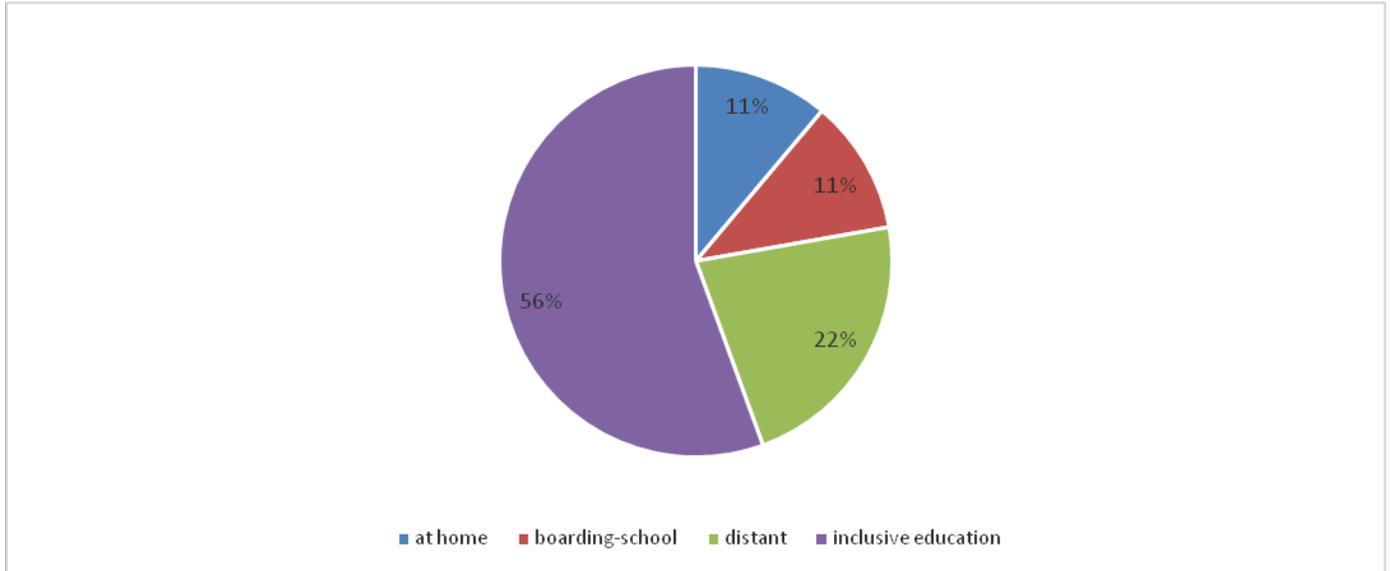
Eighty percent (8 out of 10) of respondents are people with mobility impairments and 20 % (2 out of 10) chose the option “other.” There were no respondents with vision, hearing or speech types of disabilities.

Chart 3. How do you evaluate attitudes towards disabilities and people with disabilities in the society?



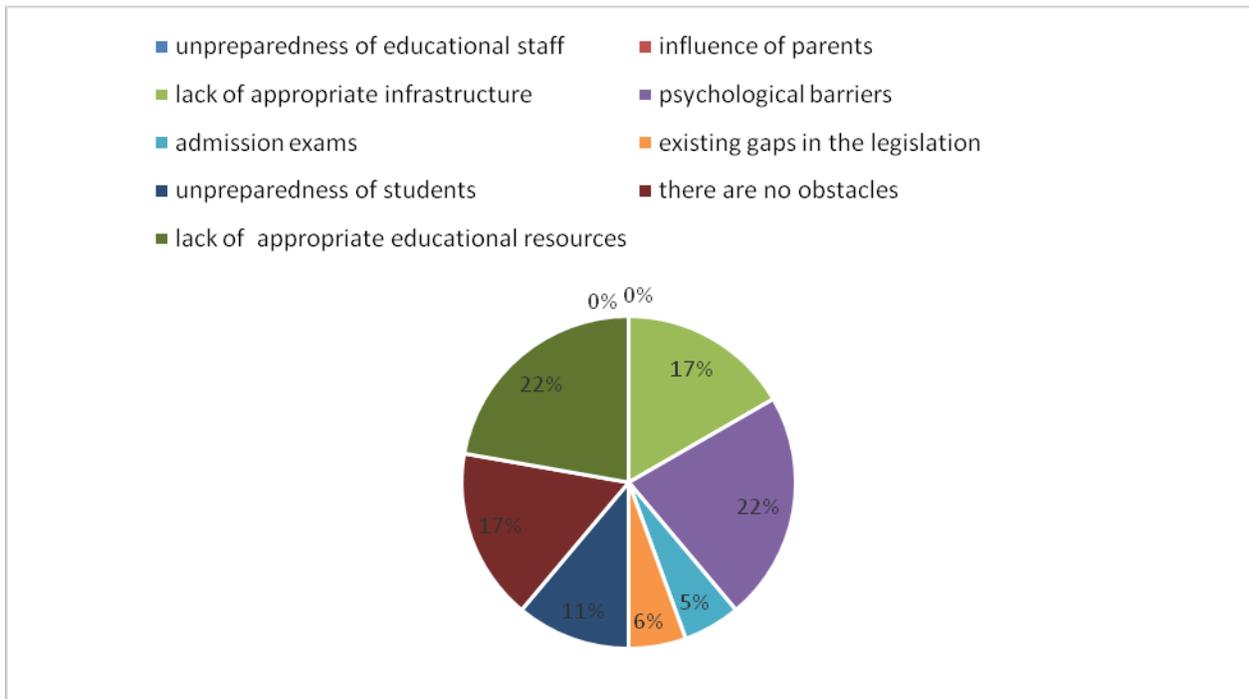
Three people responded as “excellent”, 2 people chose the option “good”, and 2 people found the attitudes to be satisfactory, and only one person chose the unsatisfactory option.

Chart 4. What kind of education do you support for people with disabilities?



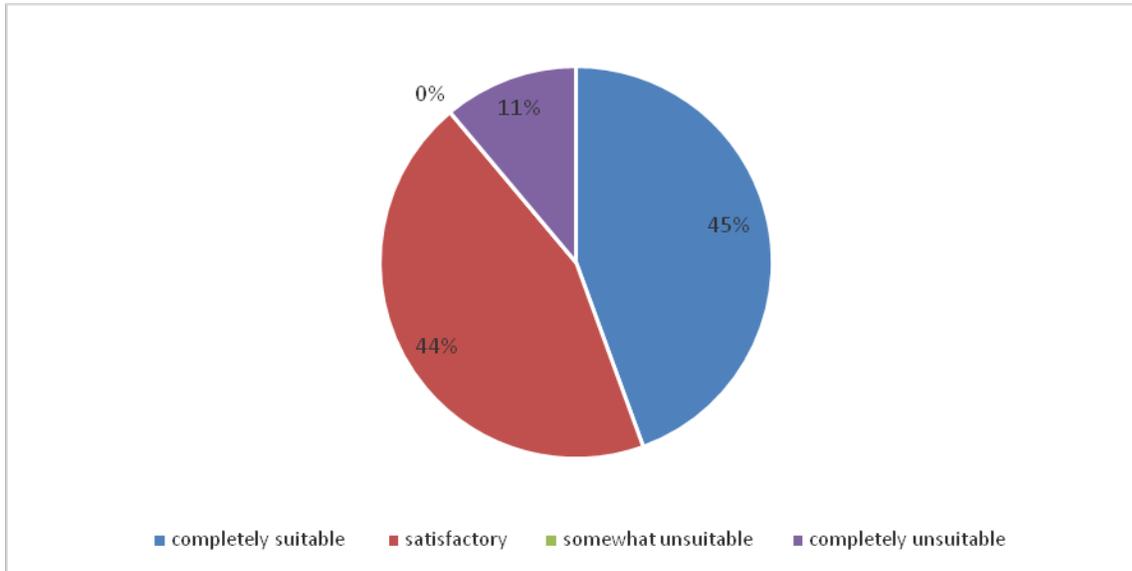
One respondent said that people with disabilities should study at home, one person believed that they should study at boarding schools, 2 people preferred distance learning and 5 people said that people with disabilities should be involved in inclusive education.

Charter 5. What are the obstacles preventing people with disabilities from getting education? (Choose one or more options)



In this question respondents could choose one or multiple response options. Twenty-two percent of the respondents believed that the lack of appropriate infrastructure was the reason why people with disabilities were buffered from getting education and 22 % of respondents thought that it was due to psychological barriers that people with disabilities could not receive education. No respondents stated that unpreparedness of educational staff or influence of parents were contributing factors that stopped people with disabilities from getting education.

Chart 6. To what extent were the conditions during admission exams suitable to you?



Four people said that the conditions during admission exams were completely suitable; four people said that they were satisfactory. One person stated that the conditions during admission exams were completely unsuitable. No one chose the option “somewhat unsuitable.”

Chart 7. What troubles arise during inclusive education in higher education institutions? (Choose one or more options)

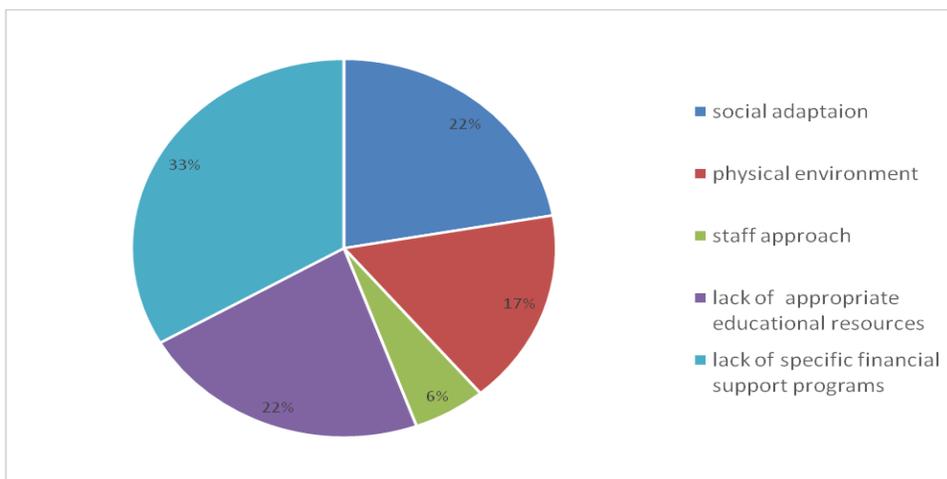
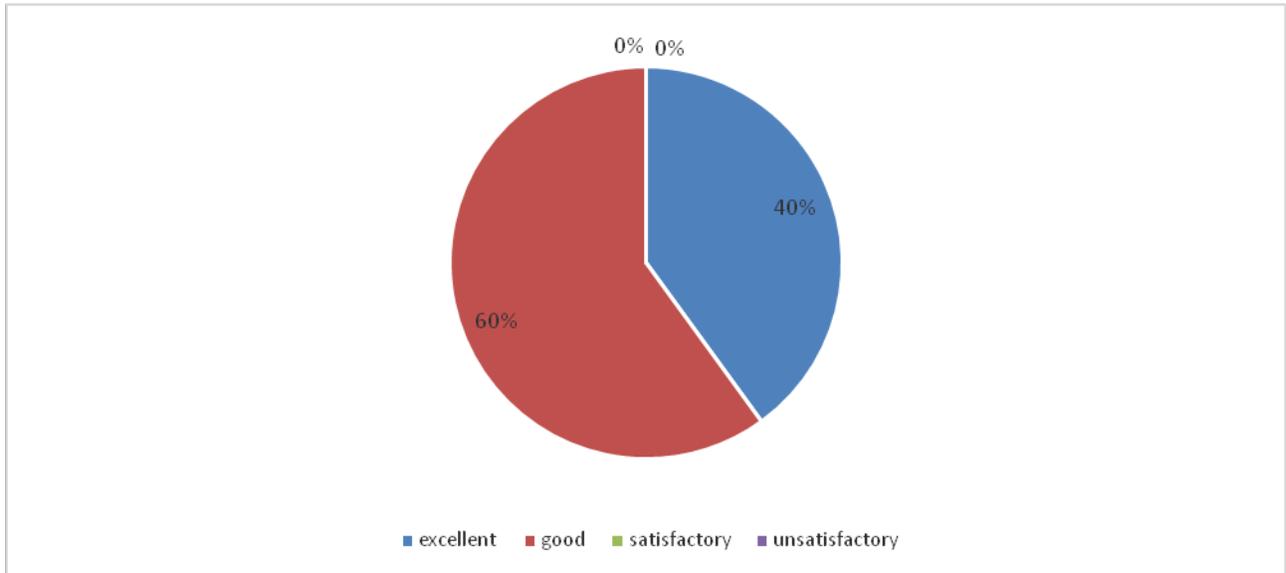
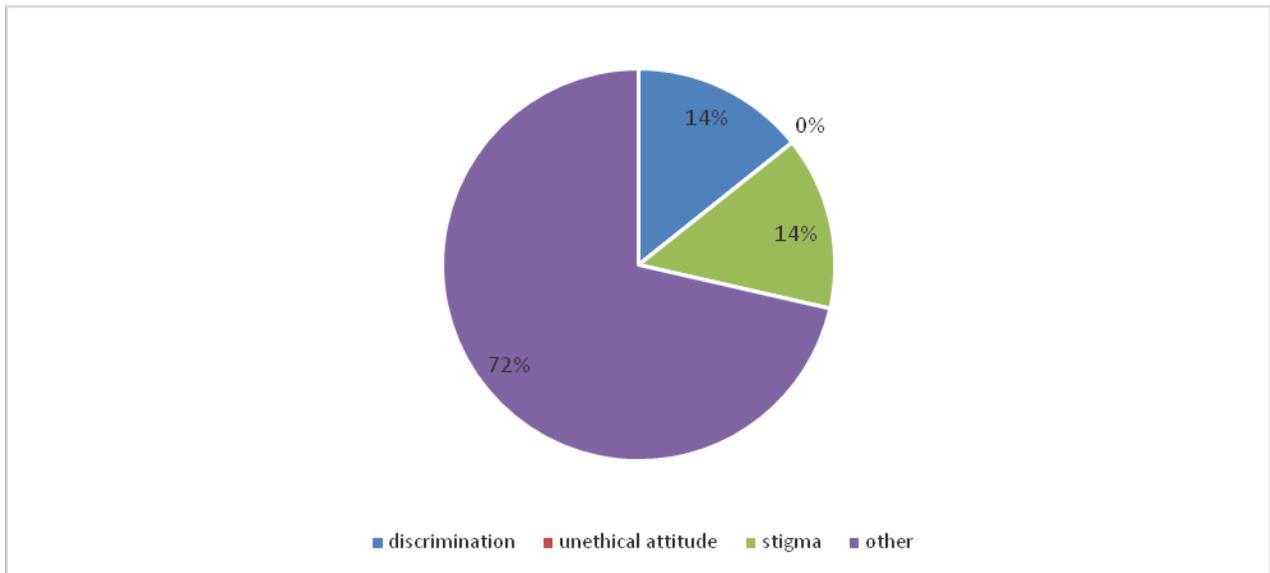


Chart 8. How do you evaluate the attitudes of the staff of your current education institution towards people with disabilities?



Four people evaluated the attitudes of the staff of their current education institutions toward people with disabilities as excellent and 6 people as good. No one chose the options of satisfactory or unsatisfactory.

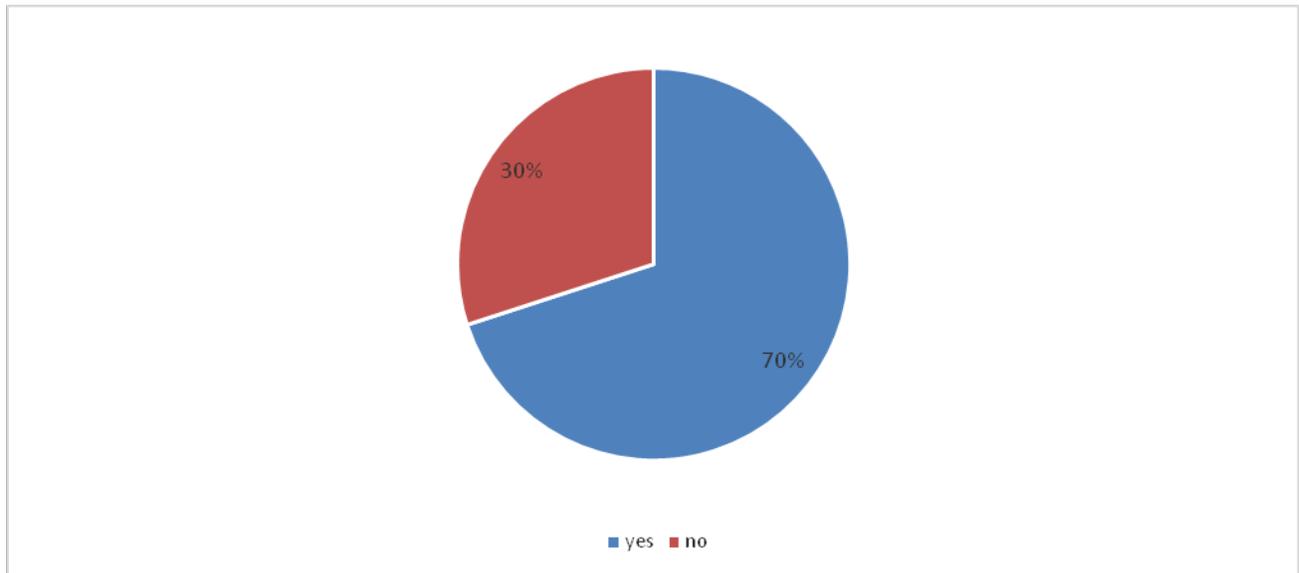
Chart 9. What kinds of problems arise in relationships between people with disabilities and their teachers and fellow students?



The chart above shows that 1 person thinks there is a stigma, and another person thinks that there is discrimination involved in relationships between people with disabilities and their teachers and

fellow students. Five persons chose the option “other.” No one chose the option of unethical behaviour.

Chart 10. In your society or among your contacts, is there a need to educate people about disabilities?



Seven respondents believed that there was a need for educating people about disabilities in their society and among their contacts. Three respondents did not think such a need existed.

4. Questionnaire for people with disabilities studying in general education institutions (37 students)

This questionnaire consisted of 14 questions and was distributed among people with disabilities studying in general Education Institutions with the help of the Union of Organizations of People with Disabilities (UDPO). Respondents were from secondary schools and boarding schools based in Baku. The results are as follows:

Forty-nine percent of the respondents were women, 51% were men. All respondents were under twenty years old at the time of the interview. There were no respondents above 20 years old.

Chart 1. Types of disabilities

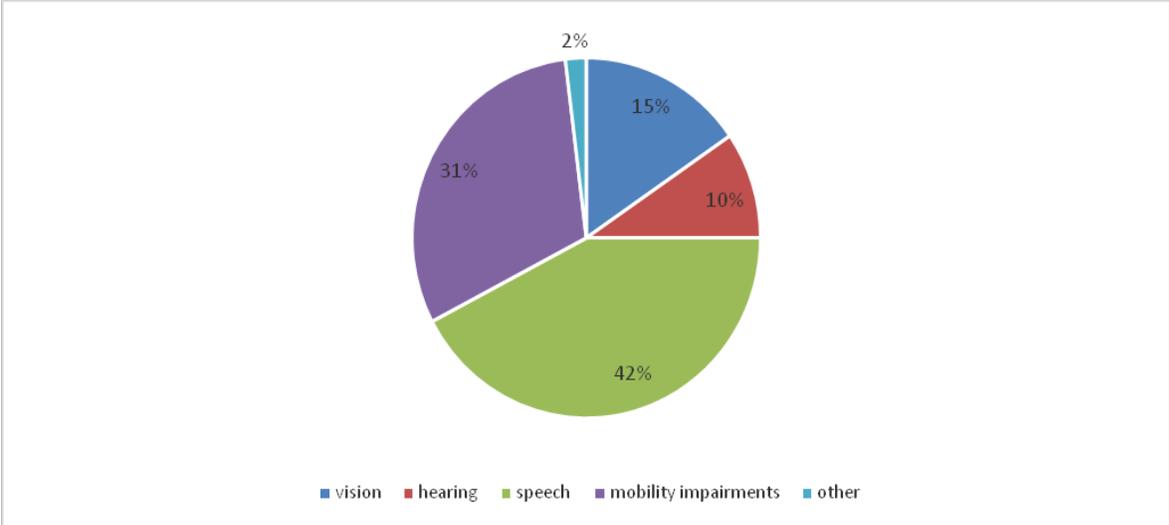


Chart 2. How do you evaluate attitudes towards disabilities and people with disabilities in society?

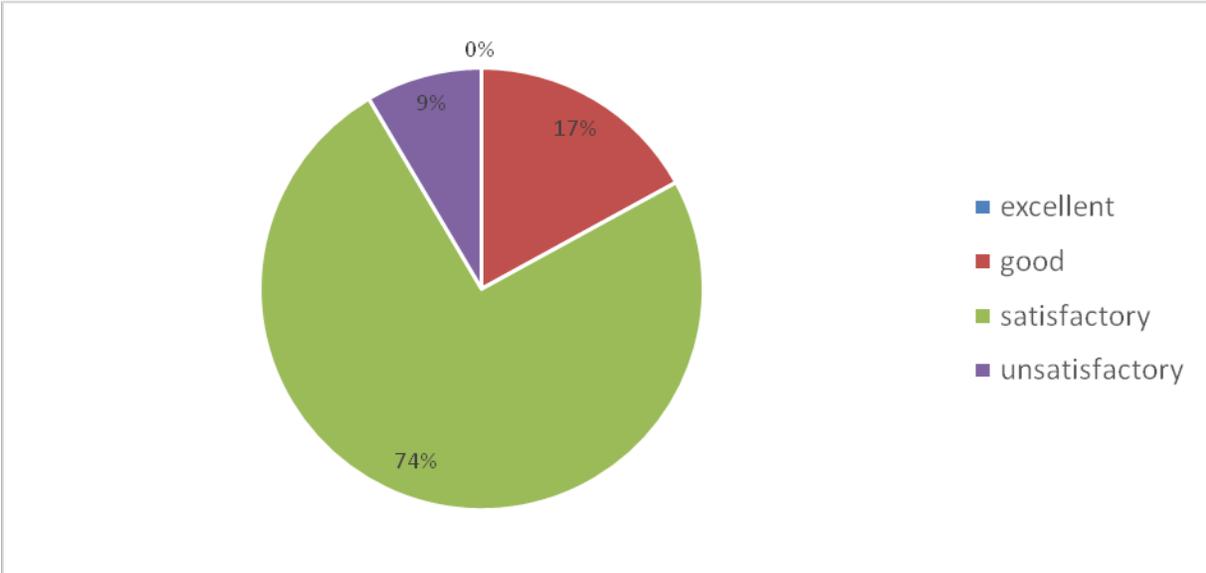


Chart 3. What are the obstacles preventing people with disabilities from getting education?
(Choose one or more options)

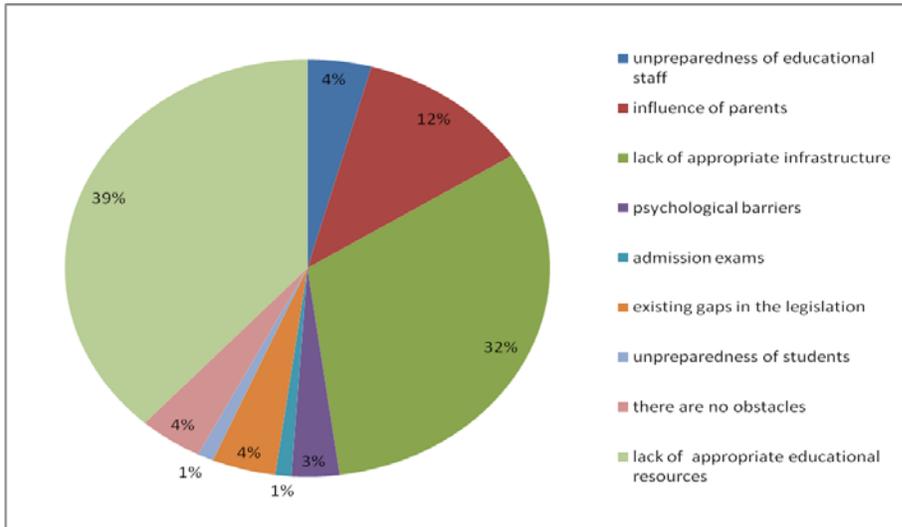


Chart 4. To what extent were the conditions during admission exams suitable to you?

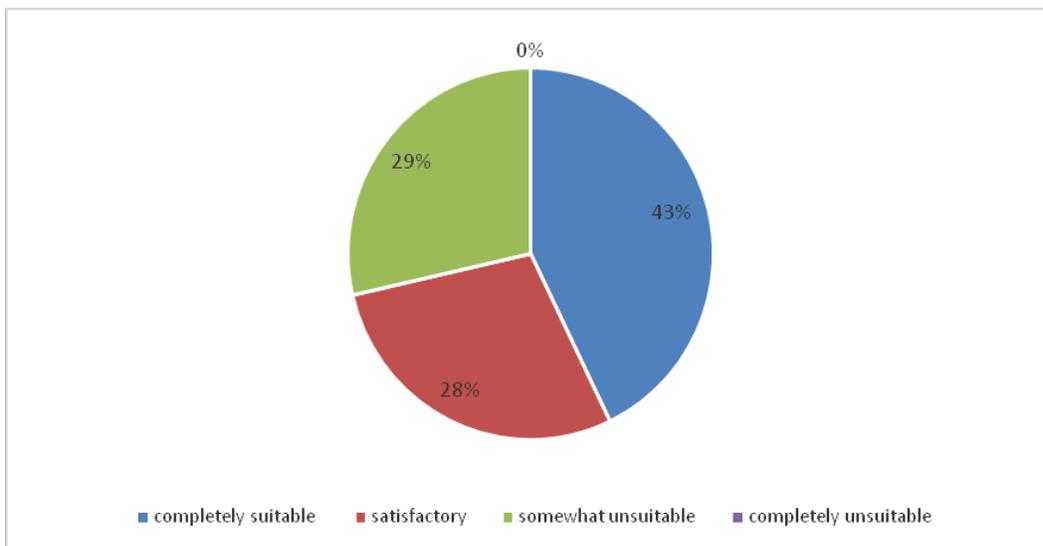


Chart 5. What troubles arise during inclusive education in higher education institutions?
(Choose one or more options)

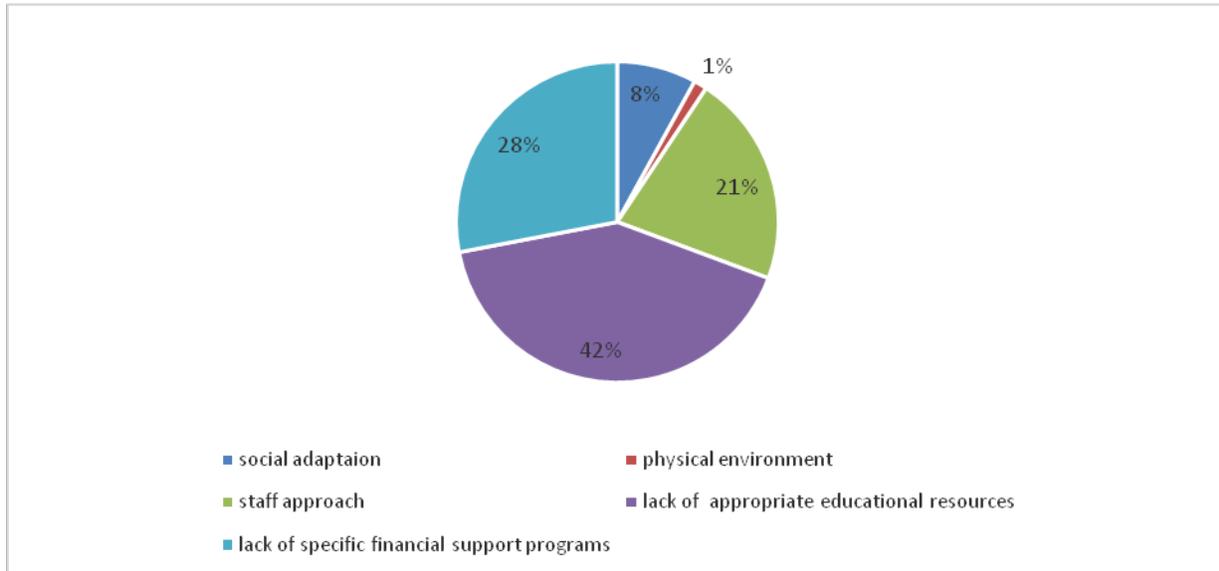
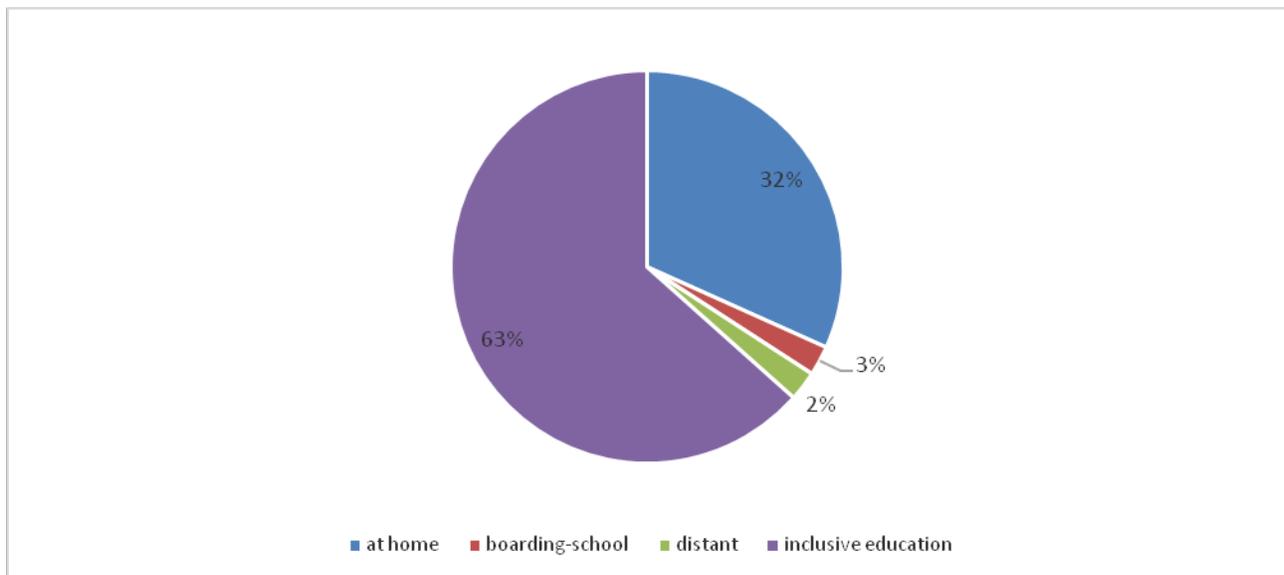


Chart 6. What kind of education do you support for people with disabilities?



An interesting point from this chart is that amid people with disabilities, 32% respondents themselves preferred to study at home. Sixty-three percent of respondents wanted to study in an inclusive setting. Only 3% of respondents chose the option of boarding schools. However, respondents who chose either of the options did not clarify the reason why their preference was given to one type of education over the others. Also, the questionnaire did not require respondents to explain it and did not provide multiple choice options for them to pick or

elaborate on their statements. It would make sense to consider this omission for future references and revisit this question once again during follow-up surveys. Examples of such reasoning may range from physical inaccessibility to an unfriendly environment at schools, to the perception of respondents that their impairment prohibits studying at a HEI, to restrictions at home and maybe even financial difficulties (the latter is not an uncommon reason for the placement of children with disabilities in the boarding schools, where children are at least taken care of, fed and significantly less dependant on their families' financial support).

Chart 7. How do you evaluate attitudes of the staff of your current education institution towards people with disabilities?

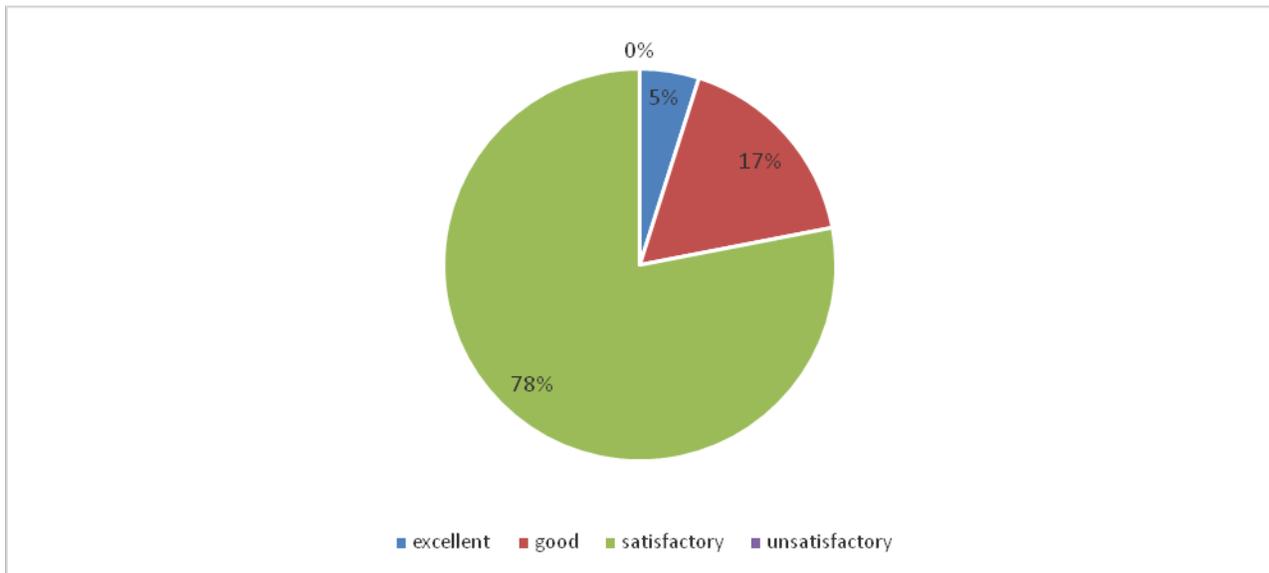
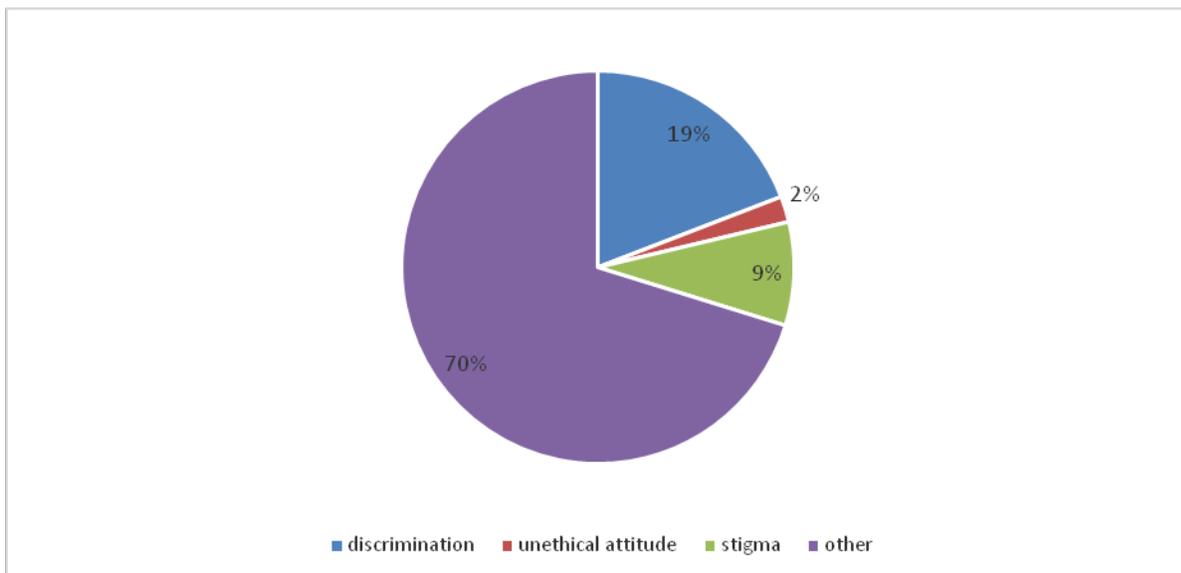


Chart 8. What kind of problems arise in relationships between people with disabilities and their teachers and fellow students?



Suggestions from the respondents

The questionnaire forms also included a few lines offered to the respondents to share their thoughts and suggestions about developing the value of an inclusive society, the establishment of a “Centre for inclusive education” at the respondent’s university, and recruitment of people with disabilities for inclusive education, as well as any additional notes they deemed necessary to include in the survey. In this part, respondents revealed their attitudes and thoughts toward people with disabilities and ways, in which they thought the existing education problems could be solved. Some respondents were very glad to hear about the project and offered their assistance if necessary. Many of the suggestions and special notes that different respondent filled in were similar to their other counterparts’ responses. Most commonly repeated suggestions are summarized below:

- 1. To recruit well trained staff.** There is an acute need for knowledgeable and competent professionals who understand the needs of people with disabilities and have expertise in specialized tools (such as a sign language, the Braille alphabet, use of specialized information and communication technology, etc.).
- 2. To establish special centres** under the universities which will provide advice on inclusion and diversity, counselling, advocacy, educational development and career advice to people with disabilities, their parents (legal guardians), family members as well as the faculty and school administration.
- 3. To conduct special psychological trainings for students without disabilities.** Practical seminars, trainings and open workshops can be a unique platform that students will hugely benefit from. It will help foster a more cooperative relationship within the academia, respectful behavioural models, tolerance, empathy and equality between students with disabilities and their peers without disabilities.
- 4. To conduct special psychological trainings for students with disabilities.** People with disabilities are faced with many difficulties both at school, at home, at work and within their broader communities. In countries like Azerbaijan people with disabilities are more vulnerable to external factors that affect their educational activities and overall learning outcomes. In view of this, in the same way as people without disabilities benefit from psychological trainings, people with disabilities can also learn how to cope with stress factors on day-to-day basis, to stay resilient and stress-free.
- 5. To educate people without disabilities.** Public awareness on disability issues has been tackled by many and quite often. There needs to be a greater level of involvement from media and state in order to increase media and broadcast visibility on the issues around disability. It is important to talk about disability issues, including legal aspects of disability agenda as well as social, cultural and policy aspects in a wide range of communities.

6. To overcome psychological barriers. Although many respondents agreed on the importance of battling psychological barriers, stigma, prejudice and negative stereotyping of people living with disabilities, the respondents did not clarify how they wanted to see these obstacles lifted. The needs assessment mission believes that the latter is linked to the combination of all the above mentioned suggestions. If implemented in a systematic and holistic way, these measures will boost a more receptive attitude towards people with disabilities in the society and will in turn give a greater level of comfort and confidence to people with disabilities for them to freely and more actively engage with the society and their peers, with no fear of abuse, shame, discrimination or any other forms of maltreatment.

7. To help people with disabilities to increase their self-confidence. See Section 6 above.

8. To prepare other students for inclusive education

9. To educate the parents of people with disabilities. Counselling and therapy centres can be a good place to refer parents of people with disabilities.

10. To establish an infrastructure and library for people with disabilities at the university.

Quality education for people with disabilities is not possible without modern technologies, especially those specifically designed to accommodate particular needs of people with disabilities, such as ramps in school buildings, computer programs for people with visual impairments, sign language interpretation services for people with hearing impairment, etc.

The respondents also emphasised the importance and usefulness of this study. They noted that the government should prepare a special program and promote events on inclusive education. They agreed that the government should implement extensive infrastructural changes (including the construction of special roads and passageways suitable for the movement of people with disabilities as well as lifts in the subways and disability ramps in all public transport means, including buses).

III. Strengths and Limitations of the study

One of the primary strengths of this study was the successful cooperation between institutions involved in the administration of surveys and joint coordination of the project activities. The study incorporates views of various audiences that are representative of different geographies across the country. It is important that they do not just focus on the capital city, which is what usually happens with most projects. Oftentimes emphasis is made on the Baku population, while the regions of Azerbaijan are neglected and omitted from significant research initiatives or action-based programs.

In the broader continuum of multidimensional cooperation, it is noteworthy that both state agencies and non-governmental non-commercial organisations have shown a great level of interest towards the study throughout the process. The Ministry of Education and the Ministry of

Labour and Social Protection of the Population have partnered with the Khazar University and the other five participating institutions at initial stages of the needs assessment mission. Thus, they participated at working group meetings and trainings, even though at the surveying stage their direct involvement and assistance at the universities were minimal. Instead, the local not-for-profit UDPO has been very active in conducting the surveys and collecting the questionnaires from the target audience of people with disabilities studying at HEIs.

Another strength of the study was the incorporation of different study designs, including both quantitative and qualitative methods, which helped to look at the issues being investigated from different angles and to provide more insightful and thorough analysis of the current situation as well as ways, in which future action plans and policies can be shaped.

On the weaknesses' part, unfortunately, it was impossible to obtain accurate and most up-to-date statistics as to how many people with disabilities are currently enrolled in HEIs in the country and how many people with disabilities of university age are deprived of the opportunity to continue their education at HEIs. It was difficult to do a detailed review on the issue given the lack of resources and statistical data. Due to resource constraints, the research team was unable to distribute the surveys among the broader population groups beyond existing students, faculty and the administration of the six participating universities.

Another limitation of the report is that there were no people with disabilities in SumSU or Khazar University. Additionally, students with disabilities at Nakhchivan State University did not want to participate in this questionnaire. Respondents of the questionnaires were too "careful" and many demonstrated hesitation and unwillingness to share personal data. Some did not want to answer all the questions asked in the questionnaires, such as age of respondents, sex, position or year of study. This, in turn, complicated the data collection process and, when it came to the data analysis stage, it clearly triggered uncertainty in terms of the respondents' demographics. The needs assessment team tends to think that because the staff and students of Azerbaijani universities, particularly those based outside of the capital city, are rarely exposed to such experiments as opinion polls, surveys and interviews, they are overly protective and less confident as to how to exhibit straightforward and direct communication with researchers on especially sensitive topics. Besides, people with disabilities have such a limited interaction in the society, that perhaps this puts additional limitations on their ability to be open during surveys and interviews, even if the latter is targeting disability issues, which are of great importance and interest particularly to this group of respondents.

IV. Conclusion

The overall situation with access to higher education is not very favourable for people with disabilities in Azerbaijan. People with disabilities cannot access higher education due to the lack of sufficient readiness and competence of the staff of universities, including both professor and university administration, barriers at home, reluctance of parents and/or legal guardians to

support their children's developmental goals and visions, lack of appropriate infrastructure, psychological barriers, admission exams, unpreparedness of students and existing gaps in the legislation. The students and staff of the universities, as the questionnaires have revealed, are willing to be cooperative and accommodate people with disabilities in order for the latter to study together with their peers without disabilities. However, many agreed that the obstacles that prevent them from joining HEIs on an inclusive basis have to do with insufficient conditions and lack of disability-friendly facilities at universities, whose duty is to accommodate disability needs.

Even though the government has undertaken certain progressive measures to create a favourable legal environment for the integration of people with disabilities into society on an equal basis with other population groups, regardless of their disabilities, these measures have not yet reached desirable outcomes. A lot yet needs to be implemented in order to increase awareness of disability issues in the Azerbaijani society, within a wide range of population groups. Poor access to education among people with disabilities is part of a broader continuum of systemic problems that exist in Azerbaijani schools and HEIs, such as the lack of sufficient education reforms, poor library resources and modern facilities that would include innovative learning methodologies, tools and software, the lack of competent staff, the lack of diversity and tolerance among both teachers, students and other members of academia, bureaucratic barriers, as well as social and economic inequality.

In general, persons with disabilities in Azerbaijan are treated based on the concept of medical diagnosis and, as such, medical aspects of disability prevail over its social, cultural, educational, infrastructural aspects. Even the legislative language reads more like the provision of healthcare services to people with disabilities while neglecting their right to education. As a result, people with disabilities are left to live an isolated life and many become completely marginalized over time. The existing housing infrastructure, education system and labour market are not adjusted for the needs of persons with disabilities. Instead, it would seem that these people are expected to survive by adapting to the conditions, systems and infrastructures that are out there, however non-accommodating and disability-insensitive they are.

By joining a number of reputable international conventions and treaties on disability and inclusion Azerbaijan has taken the responsibility to comply with its commitments and create necessary conditions for the advancement of people with disabilities, including, first and foremost, the improvement of their learning opportunities, fostering an accommodating environment at HEIs for people with disabilities to be able to fully integrate into general schools and universities and combatting stigma, prejudice, abuse and maltreatment. Unfortunately, where Azerbaijan currently stands in terms of the implementation of its commitments to promote inclusive education is far from perfection. In line with the UN CPRD and its Optional Protocol, the government should develop and restructure both the urban and rural infrastructure so that the physical, social, cultural and economic environment is more accessible for people with disabilities and more comfortable for them to live in and fully enjoy their fundamental rights and

freedom. Currently, a great deal of people with disabilities can not access higher education, especially in the regions, but also in capital Baku, because the existing city infrastructure does not have facilities to accommodate free movement and/or transportation of people with disabilities within or outside the city. Public transport, including subways and buses, does not provide ramps, lifts or any other alternate disability facilities to people with physical impairments. This also jeopardises commuting of people with disabilities to and from school/universities. Local authorities and municipalities should demonstrate a greater level of interest and involvement in developing and implementing strategies on effective urban planning where needs of people with disabilities are taken into account, where people with disabilities are either provided with access to specialised transportation services or the existing public transportation system is rebuilt and new facilities, disability-friendly technological equipment and disability-friendly signage are installed at all public places throughout the country.

The Convention also makes an emphasis on the role of media in helping to portray people with disabilities through broadcast campaigns in an empathetic, friendly and empowering manner, with appropriate messaging meant to both raise public awareness and harness positive attitudes and non-discrimination towards people with disabilities. Special programs should feature young people of university age who are denied access to universities due to their disabilities along with those who are currently enrolled in HEIs, but face difficulties on many levels. The national legislation should be revisited in order to reflect provisions for development of inclusive education in an unambiguous and adequate way. People with disabilities and their parents (legal guardians) should be given a platform to raise their concerns and engage in decision-making processes that concern their right to inclusive education or their children's right to inclusive education. The government, as stated in CRPD, must take necessary legislative, administrative, social, and educational actions to both protect people with disabilities and help them fully integrate into all spheres of life on equal basis with other citizens. Today in Azerbaijan people living with disabilities have minimal involvement in decision-making processes and democratic developments. Little to no advocacy initiative is undertaken for the rights of and with participation of people with disabilities. The disability discourse is nowadays at the risk of disappearing from agendas of both policymakers, practitioners, community-based organisations and state institutions. Education is one way of upbringing a person-oriented environment, a responsible citizenry and critical thinking. That is why people with disabilities should get the education they are entitled to, and making their learning opportunities more inclusive and welcoming is the duty of every one of us, both the society and the government.

A lot can be done to improve the situation with the inclusion of people with disabilities into HEIs, with efforts from the universities themselves. While the legislative foundation for inclusive education leaves a lot of room for improvement, it is important to acknowledge that universities can do a better job in promoting inclusive education and taking practical measures to address developmental needs of people with disabilities already now, relying on the current legislation.

HEIs in Azerbaijan should take a closer look at their internal policies and try to put them in line with European laws and strategies, to which Azerbaijan is also a party. Colleges and universities should want to increase their visibility in the market by focusing on a new diversity agenda. Many schools around the globe look for diversity to add to their reputation portfolio. It is legitimate and in line with Azerbaijan's international commitment to create favourable conditions for inclusive education. In order to do so, school management does not have to wait until new legislation is elaborated, adopted and comes into effect. Admission process should be made accessible to people with disabilities. Some schools in the United States, for instance, offer applicants who have learning disabilities to present the proof of their disabilities and if they do so, then the school administration lowers admission grades for such applicants, on the basis of their health condition, and offers them a more simplified competition platform. Azerbaijani universities could benefit from such a precedence as a lesson learned by applying it in the same way at their own admission processes. This can serve as a powerful incentive for people with disabilities to pursue their education in the areas of their interest, on simplified conditions. Furthermore, schools should provide alternative modes of communications (sign interpretation services, Braille, etc.) to people with hearing and/or visual impairments (blind, deaf or deafblind students). Universities should take advantages of technologic advancements and offer adequate facilities to facilitate an effective and inclusive learning process for everyone. Classrooms should be equipped with various assistive devices and individualised support measures, such as alternative scripts, the Braille alphabet, augmentative formats of information communication and should have the capacity and staff on board who would provide orientation and mobility assistance to students (and staff of the university) with severe visual impairments. The Ministry of Education along with the State Committee on Student Admissions should have a direct and active involvement in further elaboration of these strategies. Priority should be given to the enhancement of inclusive lifelong learning of people with disabilities and fostering environments that would maximize their personal growth and educational outcomes.

For this purposes, in the broader spectrum of protection of disability rights, a number of reforms should be carried out through collaborative efforts by the government, social change agents, medical professionals and other subject-matter experts. This may include the establishment of specialised support centres where psychological, social, coaching and mentoring services as well as career and education advice will be offered to people with disabilities and their families; development of guidelines and policies on broader inception of inclusion concepts and practices; professional training for the staff who works with people with disabilities; raising public awareness on disability issues and inclusive education for all; and creation of a disability-friendly environment.

V. Recommendations for Programme Planning

In order to inform future policymaking and extensive programming in inclusive education along with the development of disability inclusion guidelines and policies further research needs to be conducted as a follow up to the current study.

The needs assessment team is planning to revisit findings of this study and implement a more in-depth investigation of disability and inclusion in the Azerbaijani society. In order to do so it is envisaged to hold a new round of open interviews followed by focus groups with the following target audiences:

- a. Students with disabilities
- b. Students without disabilities
- c. Members of faculty and university administration

These interviews and focus groups will be based on the results of the questionnaire responses that have been used for the current report, with a view to obtain more in-depth knowledge on the situation with inclusion in the country and be able to draw comparative analyses of the two studies. This will help to understand existing perceptions of inclusiveness in the Azerbaijani society, the level of public awareness of issues pertaining to disability and inclusion. There is an acute need for more research initiatives that will draw upon the nature of the complexities and bottlenecks that prevent people living with disabilities to access inclusive education in the country. This may include but not be limited to physical, psychological, and cultural barriers, resource scarcity, and social phenomena, such as discrimination, prejudice, stigma, ableism, etc. towards people with health impairments. Further analyses may as well derive some personal stories, observations and narratives that interviewees would normally share in the course of the interviews and focus groups. These personal narratives can be used to illustrate a variety of problems and adversities that students with disabilities often go through.

Although it has not been the focus of the current study, another aspect of disability and inclusion that should be given appropriate consideration in future research programmes, is gender perspective of disability. The United Nations CRPD recognises women and girls with disabilities as the most vulnerable disability groups and urges member states to take adequate measures to ensure that women and girls with disabilities receive all support they require to live in a violence-free environment. As primary risk groups for gender-based violence, women –and particularly women with disabilities – should receive full protection from violence that may occur both within the home, and outside. A power and control wheel²⁵ that is widely used to describe various forms of gender-based violence, points out isolation as a form of emotional violence (also referred to as psychological violence). This form of violence happens to a lot of women (regardless of their disability status). Health impairments make the situation even more complicated for women with disabilities, whose educational rights are oftentimes limited and neglected by their family members (usually their male partners, as research has shown). In view of that, it will be interesting to try to get more insights on gender paradigm of disability and explore possible ways, in which gender disparities can most effectively be addresses in the context of disability and inclusion.

²⁵ National Center on Domestic and Sexual Violence. Domestic Abuse Intervention Project. Retrieved 30 November 2015 from <http://www.ncdsv.org/images/powercontrolwheelnoshading.pdf>

Government and society should understand the importance of protection and promotion of disability rights and its benefits for a healthy and democratic society in the long run. They should learn to work together and invest in inclusive higher education in order to improve learning opportunities and educational development of people with disabilities. Education on its own is not an ultimate goal social change agents and policymakers around the globe strive to achieve. Access to quality education for people with health impairments is an important first step for them to enter the labour market with both dignity and competence. Simply because of their disability people should not be left out of the employment pool, where they can bring solid knowledge and expertise in the areas, in which they can perform work activities that do not conflict with their health conditions. Disability is not a pandemic disaster and should be treated with respect and cooperation, not with fear and rejection. Every person, regardless of the degree of disability they might have, should be able to fully enjoy and exercise their right to education, employment, association and assembly and should be given all the necessary support to make the environments and conditions, in which they operate, as accommodating, equality-driven and well equipped as possible. This is the ultimate goal of inclusive education.

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Annexes

Ali təhsil müəssisələrinin işçi heyəti (müəllim və idarəetmə) üçün

SORĞU VƏRƏQİ

Bu sorğu Xəzər Universitetinin Avropa Birliyi Tempus proqramı ilə həyata keçirdiyi “Əlilliyi olan şəxslərin Azərbaycan ali təhsil müəssisələrinə inteqrasiyasının təməlinin qoyulması” layihəsi çərçivəsində aparılır

Sorğunun aparılmasında məqsəd əlilliyi olan şəxslərin təhsili ilə əlaqədar vəziyyəti araşdırmaq, təklif və tövsiyələri nəzərə almaqdan ibarətdir.

Sorğu anonim və məxfi şəkildə keçirilir. Sorğuda iştirak könüllüdür.

Sorğu haqqında sualınız olsa, xahiş edirik bizimlə əlaqə saxlayasınız: (012) 4217916 (234)

Anketin nömrəsi _____ Şəhər, rayon _____

Ayın tarixi _____ Sorğunu aparan şəxs _____

1. Cinsi: kişi qadın Təvəllüdü: “ _____ ” _____

2. Universiteti _____

3. İşçi heyəti: professor-müəllim heyəti inzibati işçi

4. Əlillik və əlilliyi olan şəxslər haqqında məlumatınız:

ətraflı (geniş) az miqdarda məlumatım yoxdur maraqlanmamışam

digər _____

5. Əlilliyə necə baxırsınız?

xəstə köməyə və yardıma ehtiyacı olan insan müxtəlifliyi

digər _____

6. İş yerində və ya işdən kənar əlilliyi olan şəxslərlə ünsiyyətiniz olmuşdurmu?

olmayıb hərdən bir tez-tez mütəmadi

7. İnküziv təhsil əlilliyi olan və əlilliyi olmayan şəxslərin birlikdə təhsil alma hüquqlarını təmin edir. Bu barədə məlumatınız varmı?

bəli xeyr

8. Əlilliyi olan şəxslərin əlilliyi olmayan şəxslərlə bərabər hüquq və imkanlara malik olmasına (inküziv cəmiyyət) münasibətiniz:

vacib və faydalıdır cavab verməyə çətinlik çəkirəm buna ehtiyac yoxdur

9. Əlilliyi olan şəxslərin hansı formada təhsil almasınının tərəfdarisiniz?

evdə xüsusi (internat) distant inküziv təhsil

10. Əlilliyi olan şəxslərin təhsil almasına mane olan səbəblər hansılardır? (Bir neçə cavab seçmək mümkündür)

- | | |
|--|---|
| <input type="checkbox"/> təhsil işçilərinin hazır olmaması | <input type="checkbox"/> valideynlərin təsiri |
| <input type="checkbox"/> infrastrukturun uyğun olmaması | <input type="checkbox"/> psixoloji baryerlər/maneələr |
| <input type="checkbox"/> qəbul imtahanlarının keçirilməsi | <input type="checkbox"/> qanunvericilikdə mövcud olan boşluqlar |
| <input type="checkbox"/> tələbələrin hazır olmaması | <input type="checkbox"/> heç bir maneə yoxdur |
| <input type="checkbox"/> uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması | |

11. Ali təhsil müəssisələrində inküziv təhsillə əlaqədar hansı çətinliklər yaranır? (Bir neçə cavab seçmək mümkündür)

mənəvi adaptasiya fiziki mühit kollektivin yanaşması uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması xüsusi maliyyə dəstək proqramlarının olmaması

Questionnaire

for staff (academic and administrative) of higher education institutions

This survey is conducted within the EU Tempus project on “The Establishment of a Foundation for the Integration of People with Disabilities into HEIs of Azerbaijan” of Khazar University

The purpose for conducting the survey is to analyze the circumstances related to the education of People with Disabilities and to envisage suggestions and recommendations.

The survey is conducted anonymously and confidentially. Participation in the survey is optional.

Please contact us if you have any questions related to the questionnaire: (012) 421 7916 (x234)

Form number _____ City, region _____

Date _____ Person conducting survey _____

5. Sex: male female Date of birth: “ ____ ” _____

2. University _____

3. Staff: academic administrative

4. Your awareness about disabilities and c:

very much aware somewhat aware not aware not interested

other _____

5. What do you think about disabilities?

sickness people who need help and assistance human diversity

other _____

6. Have you had any contact with people with disabilities at work or outside of work?

no sometimes often regularly

7. Inclusive education provides the opportunity for People with disabilities and people without disabilities be educated together. Have you heard about inclusive education before?

yes no

8. What is your attitude toward inclusive society (where people with disabilities have equal rights and opportunities as people without disabilities)?

important and useful hard to answer there is no need

9. What kind of education do you support for disabled people?

At home boarding-school distant inclusive education

10. What are the obstacles keeping People with disabilities from getting education? (choose one or more options)

unpreparedness of educational staff influence of parents
 lack of appropriate infrastructure psychological barriers
 admission exams existing gaps in the legislation
 unpreparedness of students there are no obstacles

lack of appropriate educational resources (technical equipment, educational materials, etc.)

11. What troubles arise during inclusive education in Higher Education Institutions? (choose one or more options)

social adaptation physical environment staff approach lack of appropriate educational resources (technical equipment, educational materials, etc.) lack of specific financial support programs

12. How do you evaluate the attitude of staff toward People with disabilities (if applicable) in the educational institution where you work?

excellent good satisfactory unsatisfactory

13. In your society or among your contacts, is there a need to educate people about disabilities?

yes no

14. What suggestions do you have about developing the value of an inclusive society, the establishment of a “Center for inclusive education” at your university, and recruitment of People with disabilities for inclusive education?

a) _____

b) _____

c) _____

Additional notes

Thank you for your participation and cooperation.

Ali təhsil müəssisələrində təhsil alan əlilliyi olmayan tələbələr üçün

SORĞU VƏRƏQİ

Bu sorğu Xəzər Universitetinin Avropa Birliyi Tempus proqramı ilə həyata keçirdiyi “Əlilliyi olan şəxslərin Azərbaycan Ali Təhsil müəssisələrinə inteqrasiyasının təməlinin qoyulması” layihəsi çərçivəsində aparılır.

Sorğunun aparılmasında məqsəd əlilliyi olan şəxslərin təhsili ilə əlaqədar vəziyyəti araşdırmaq, təklif və tövsiyələri nəzərə almaqdan ibarətdir.

Sorğu anonim və məxfi şəkildə keçirilir. Sorğuda iştirak könüllüdür.

Sorğu haqqında sualınız olsa, xahiş edirik bizimlə əlaqə saxlayasınız: (012) 4217916 (234)

Anketin nömrəsi _____ Şəhər, rayon _____

Ayın tarixi _____ Sorğunu aparan şəxs _____

6. Cinsi: kişi qadın 2. Təvəllüdü: “_____” _____

3. Universitet _____

4. İxtisas/kurs: _____

5. Əlillik və əlilliyi olan şəxslər haqqında məlumatınız:

ətraflı (geniş) az miqdarda məlumatım yoxdur maraqlanmamışam

digər _____

6. Əlilliyə necə baxırsınız?

xəstəlik köməyə və yardıma ehtiyacı olan insan müxtəlifliyi

digər _____

7. İnküziv təhsil əlilliyi olan və əlilliyi olmayan şəxslərin birlikdə təhsil alma hüquqlarını təmin edir. Bu barədə məlumatınız varmı?

bəli xeyr

8. Əlilliyi olan şəxslərin əlilliyi olmayan şəxslərlə bərabər hüquq və imkanlara malik olmasına (inklüziv cəmiyyət) münasibətiniz:

vacib və faydalıdır cavab verməyə çətinlik çəkirəm buna ehtiyac yoxdur

9. Əlilliyi olan şəxslərin hansı formada təhsil almasınının tərəfdarsınız?

evdə xüsusi (internat) distant inklüziv təhsil

10. Əlilliyi olan şəxslərin təhsil almasına mane olan səbəblər hansılardır? (Bir neçə cavab seçmək mümkündür)

təhsil işçilərinin hazır olmaması valideynlərin təsiri
 infrastrukturun uyğun olmaması psixoloji baryerlər/ maneələr
 qəbul imtahanlarının keçirilməsi qanunvericilikdə mövcud olan boşluqlar
 tələbələrin hazır olmaması heç bir maneə yoxdur
 uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması

11. Ali təhsil müəssisələrində inklüziv təhsillə əlaqədar hansı çətinliklər yaranır? (Bir neçə cavab seçmək mümkündür)

mənəvi adaptasiya fiziki mühit kollektivin yanaşması uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması imtahanların keçirilməsi xüsusi maliyyə dəstək proqramlarının olmaması

12. Müəssisəyinizdə inklüziv təhsilin tətbiq olunmasını istəyərdinizmi?

bəli xeyr əmin deyiləm

Xahiş edirik açıqlayasınız:

Questionnaire

for students without disabilities studying in higher education institutions

This survey is conducted within the EU Tempus project on “The Establishment of a Foundation for the Integration of People with disabilities into HEIs of Azerbaijan” of Khazar University

The purpose for conducting the survey is to analyze the circumstances related to the education of people with disabilities and to envisage suggestions and recommendations.

The survey is conducted anonymously and confidentially. Participation in the survey is optional.

Please contact us if you have any questions related to the questionnaire: (012) 421 7916 (x234)

Form number _____ City, region _____

Date _____ Person conducting survey _____

7. Sex: male female 2. Date of birth: “ ____ ” _____

3. University _____

4. Major/ year of study: _____

5. Your awareness about disabilities and people with disabilities:

very much aware somewhat aware not aware not interested

other _____

6. What do you think about disabilities?

sickness people who need help and assistance human diversity

other _____

7. Inclusive education provides the opportunity for people with disabilities and people without disabilities be educated together. Have you heard about inclusive education before?

yes no

8. What is your attitude toward inclusive society (where people with disabilities have equal rights and opportunities as people without disabilities)?

important and useful hard to answer there is no need

9. What kind of education do you support for people with disabilities?

At home boarding-school distant inclusive education

10. What are the obstacles keeping people with disabilities from getting education? (choose one or more options)

- | | |
|---|---|
| <input type="checkbox"/> unpreparedness of educational staff | <input type="checkbox"/> influence of parents |
| <input type="checkbox"/> lack of appropriate infrastructure | <input type="checkbox"/> psychological barriers |
| <input type="checkbox"/> admission exams | <input type="checkbox"/> existing gaps in the legislation |
| <input type="checkbox"/> unpreparedness of students | <input type="checkbox"/> there are no obstacles |
| <input type="checkbox"/> lack of appropriate educational resources (technical equipment, educational materials, etc.) | |

11. What troubles arise during inclusive education in Higher Education Institutions? (choose one or more options)

social adaptation physical environment staff approach lack of appropriate educational resources (technical equipment, educational materials, etc.) lack of specific financial support programs

12. Would you like inclusive education to be applied at your university?

yes no I am not sure

13. In your society or among your contacts, is there a need to educate people about disabilities?

yes no

14. What suggestions do you have about developing the value of an inclusive society, the establishment of a “Center for inclusive education” at your university, and recruitment of people with disabilities for inclusive education?

a) _____

b) _____

c) _____

Additional notes

Thank you for your participation and cooperation.

Ali təhsil müəssisələrində təhsil alan əlilliyi olan şəxslər üçün

SORĞU VƏRƏQİ

Bu sorğu Xəzər universitetinin Avropa Birliyi Tempus proqramı ilə həyata keçirdiyi “Əlilliyi olan şəxslərin Azərbaycan Ali Təhsil müəssisələrinə inteqrasiyasının təməlinin qoyulması” layihəsi çərçivəsində aparılır.

Sorğunun aparılmasında məqsəd əlilliyi olan şəxslərin təhsili ilə əlaqədar vəziyyəti araşdırmaq, təklif və tövsiyələri nəzərə almaqdan ibarətdir

Sorğu anonim və məxfi şəkildə keçirilir. Sorğuda iştirak könüllüdür.

Sorğu ilə bağlı sualınız olsa, xahiş edirik bizimlə əlaqə saxlayasınız: (012) 4217916 (234)

Anketin nömrəsi _____ Şəhər, rayon _____

Ayın tarixi _____ Sorğunu aparan şəxs _____

8. Cinsi: kişi qadın 2. Təvəllüdü: “_____” _____

3. Universitet _____

4. İxtisas/kurs: _____

5. Əlillik forması

görmə eşitmə nitq dayaq-hərəkət

digər _____

6. Cəmiyyətdə əlilliyə və əlilliyi olan şəxslərə münasibəti necə qiymətləndirirsiniz?

əla yaxşı qənaətbəxş qeyri-qənaətbəxş

7. Əlilliyi olan şəxslərin hansı formada təhsil almasının tərəfdarisiniz?

evdə xüsusi (internat) distant inklüziv təhsil

8. Əlilliyi olan şəxslərin təhsil almasına mane olan səbəblər hansılardır? (Bir neçə cavab seçmək mümkündür)

- | | |
|--|---|
| <input type="checkbox"/> təhsil işçilərinin hazır olmaması | <input type="checkbox"/> valideynlərin təsiri |
| <input type="checkbox"/> infrastrukturun uyğun olmaması | <input type="checkbox"/> psixoloji baryerlər/ maneələr |
| <input type="checkbox"/> qəbul imtahanlarının keçirilməsi | <input type="checkbox"/> qanunvericilikdə mövcud olan boşluqlar |
| <input type="checkbox"/> tələbələrin hazır olmaması | <input type="checkbox"/> heç bir maneə yoxdur |
| <input type="checkbox"/> uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması | |

9. Qəbul imtahanları zamanı yaradılan şərait sizə nə dərəcədə uyğun idi?

- tamamilə uyğun idi qənaətbəxş idi uyğun deyildi tamamilə uyğun deyildi

10. Ali təhsil müəssisələrində inklüziv təhsillə əlaqədar hansı çətinliklər yaranır? (Bir neçə cavab seçmək mümkündür)

- mənəvi adaptasiya fiziki mühit kollektivin yanaşması uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması xüsusi maliyyə dəstək proqramlarının olmaması

11. Hazırda təhsil aldığımız təhsil müəssisəsində kollektivin əlilliyi olan şəxslərə qarşı münasibətini necə qiymətləndirərdiniz?

- əla yaxşı qənaətbəxş qeyri-qənaətbəxş

12. Əlilliyi olan şəxslərlə müəllim və tələbələr arasındakı münasibətlərdə hansı problemlər ortaya çıxır?

- ayrıseçkilik qeyr-etik münasibət stiqmalar/ damğa
- digər

13. Kollektivinizdə (cəmiyyətdə) əlillik üzrə maarifləndirmənin aparılmasına ehtiyac varmı?

- bəli xeyr

Questionnaire

for people with disabilities studying in higher education institutions

This survey is conducted within the EU Tempus project on “The Establishment of a Foundation for the Integration of People with disabilities into HEIs of Azerbaijan” of Khazar University

The purpose for conducting the survey is to analyze the circumstances related to the education of people with disabilities and to envisage suggestions and recommendations.

The survey is conducted anonymously and confidentially. Participation in the survey is optional.

Please contact us if you have any questions related to the questionnaire: (012) 421 7916 (x234)

Form number _____ City, region _____

Date _____ Person conducting survey _____

9. Sex: male female 2. Date of birth: “____” _____

3. University _____

4. Major/ year of study: _____

5. Types of disability

vision hearing speech mobility impairments

other _____

6. How do you evaluate the attitude toward the disability and people with disabilities in society?

excellent good satisfactory unsatisfactory

7. What kind of education do you support for people with disabilities?

At home boarding-school distant inclusive education

8. What are the obstacles keeping people with disabilities from getting education? (choose one or more options)

- | | |
|---|---|
| <input type="checkbox"/> unpreparedness of educational staff | <input type="checkbox"/> influence of parents |
| <input type="checkbox"/> lack of appropriate infrastructure | <input type="checkbox"/> psychological barriers |
| <input type="checkbox"/> admission exams | <input type="checkbox"/> existing gaps in the legislation |
| <input type="checkbox"/> unpreparedness of students | <input type="checkbox"/> there are no obstacles |
| <input type="checkbox"/> lack of appropriate educational resources (technical equipment, educational materials, etc.) | |

9. To what extent were the conditions during admission exams suitable to you?

- completely suitable satisfactory somewhat unsuitable completely unsuitable

10. What troubles arise during inclusive education in Higher Education Institutions? (choose one or more options)

- social adaptation physical environment staff approach lack of appropriate educational resources (technical equipment, educational materials, etc.) lack of specific financial support programs

11. How do you evaluate the attitudes of the staff of your current education institution toward people with disabilities?

- excellent good satisfactory unsatisfactory

12. What kind of problems arise in the relationships between people with disabilities and their teachers and fellow students?

- discrimination unethical attitude stigma
- other _____

Təhsil müəssisələrində təhsil alan əlilliyi olan şəxslər üçün

SORĞU VƏRƏQİ

Bu sorğu Xəzər universitetinin Avropa Birliyi Tempus proqramı ilə həyata keçirdiyi “Əlilliyi olan şəxslərin Azərbaycan Ali Təhsil müəssisələrinə inteqrasiyasının təməlinin qoyulması” layihəsi çərçivəsində aparılır.

Sorğunun aparılmasında məqsəd əlilliyi olan şəxslərin təhsili ilə əlaqədar vəziyyəti araşdırmaq, təklif və tövsiyələri nəzərə almaqdan ibarətdir

Sorğu anonim və məxfi şəkildə keçirilir. Sorğuda iştirak könüllüdür.

Sorğu ilə bağlı sualınız olsa, xahiş edirik bizimlə əlaqə saxlayasınız: (012) 4217916 (234)

Anketin nömrəsi _____ Şəhər, rayon _____

Ayın tarixi _____ Sorğunu aparan şəxs _____

10. Cinsi: kişi qadın 2. Təvəllüdü: “_____” _____

3. Təhsil müəssisəsi _____

4. Sınıf/İxtisas/kurs: _____

5. Əlillik forması

görmə eşitmə nitq dayaq-hərəkət

digər _____

6. Cəmiyyətdə əlilliyə və əlilliyi olan şəxslərə münasibəti necə qiymətləndirirsiniz?

əla yaxşı qənaətbəxş qeyri-qənaətbəxş

7. Əlilliyi olan şəxslərin hansı formada təhsil almasının tərəfdarisiniz?

evdə xüsusi (internat) distant inklüziv təhsil

8. Əlilliyi olan şəxslərin təhsil almasına mane olan səbəblər hansılardır? (Bir neçə cavab seçmək mümkündür)

- | | |
|--|---|
| <input type="checkbox"/> təhsil işçilərinin hazır olmaması | <input type="checkbox"/> valideynlərin təsiri |
| <input type="checkbox"/> infrastrukturun uyğun olmaması | <input type="checkbox"/> psixoloji baryerlər/ maneələr |
| <input type="checkbox"/> qəbul imtahanlarının keçirilməsi | <input type="checkbox"/> qanunvericilikdə mövcud olan boşluqlar |
| <input type="checkbox"/> tələbələrin hazır olmaması | <input type="checkbox"/> heç bir maneə yoxdur |
| <input type="checkbox"/> uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması | |

9. Qəbul imtahanları zamanı yaradılan şərait sizə nə dərəcədə uyğun idi? (Ali məktəb tələbələri üçün)

- tamamilə uyğun idi qənaətbəxş idi uyğun deyildi tamamilə uyğun deyildi

10. Təhsil müəssisələrində inklüziv təhsillə əlaqədar hansı çətinliklər yaranır? (Bir neçə cavab seçmək mümkündür)

- mənəvi adaptasiya fiziki mühit kollektivin yanaşması uyğun tədris resurslarının (texniki avadanlıqlar, tədris materialları və s.) olmaması xüsusi maliyyə dəstək proqramlarının olmaması

11. Hazırda təhsil aldığınız təhsil müəssisəsində kollektivin əlilliyi olan şəxslərə qarşı münasibətini necə qiymətləndirərdiniz?

- əla yaxşı qənaətbəxş qeyri-qənaətbəxş

12. Əlilliyi olan şəxslərlə müəllim, tələbələr və şagirdlər arasındakı münasibətlərdə hansı problemlər ortaya çıxır?

- ayrışdıqçılıq qeyr-etik münasibət stiqmalar/ damğa
- digər

13. Kollektivinizdə (cəmiyyətdə) əlillik üzrə maarifləndirmənin aparılmasına ehtiyac varmı?

- bəli xeyr

Questionnaire

for people with disabilities studying in general education institutions

This survey is conducted within the EU Tempus project on “The Establishment of a Foundation for the Integration of People with disabilities into HEIs of Azerbaijan” of Khazar University

The purpose for conducting the survey is to analyze the circumstances related to the education of people with disabilities and to envisage suggestions and recommendations.

The survey is conducted anonymously and confidentially. Participation in the survey is optional.

Please contact us if you have any questions related to the questionnaire: (012) 421 7916 (x234)

Form number _____ City, region _____

Date _____ Person conducting survey _____

11. Sex: male female 2. Date of birth: “____” _____

3. Education Institution _____

4. Class/Major/Course: _____

5. Types of disability

vision hearing speech mobility impairments

other _____

6. How do you evaluate the attitude toward the disability and people with disabilities in society?

excellent good satisfactory unsatisfactory

7. What kind of education do you support for people with disabilities?

At home boarding-school distant inclusive education

8. What are the obstacles keeping people with disabilities from getting education? (choose one or more options)

- | | |
|---|---|
| <input type="checkbox"/> unpreparedness of educational staff | <input type="checkbox"/> influence of parents |
| <input type="checkbox"/> lack of appropriate infrastructure | <input type="checkbox"/> psychological barriers |
| <input type="checkbox"/> admission exams | <input type="checkbox"/> existing gaps in the legislation |
| <input type="checkbox"/> unpreparedness of students | <input type="checkbox"/> there are no obstacles |
| <input type="checkbox"/> lack of appropriate educational resources (technical equipment, educational materials, etc.) | |

9. To what extent were the conditions during admission exams suitable to you?

- completely suitable satisfactory somewhat unsuitable completely unsuitable

10. What troubles arise during inclusive education in Education Institutions? (choose one or more options)

- social adaptation physical environment staff approach lack of appropriate educational resources (technical equipment, educational materials, etc.) lack of specific financial support programs

11. How do you evaluate the attitudes of the staff of your current education institution toward people with disabilities?

- excellent good satisfactory unsatisfactory

12. What kind of problems arise in the relationships between people with disabilities and their teachers and fellow students?

- discrimination unethical attitude stigma
- other _____

13. In your society or among your contacts, is there a need to educate people about disabilities?

- yes no

